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SCHOLASTIC

Teacher

EDITION

Practical English

MAY 25, 1949 • VOL. 6 • NO. 16

Teaching Aids for This Issue

Dear Teacher,

This issue marks the completion of our third year of publication of *Practical English*. Each succeeding year has brought us not only more subscribers but greater evidence of the interest and enthusiasm of our teacher users and student readers.

We are grateful for the hundreds of letters you and your students have written us during this school year, for your answers to our spring questionnaire, and for your many helpful suggestions. We welcome your advice and profit by it. With your continuing interest and guidance, we believe that we can make *Practical English* increasingly effective as a classroom aid.

Our Editorial Advisory Board (see names on masthead, p. 4 of the Student Edition) met with our staff recently for a discussion of plans for the fall semester. Our complete editorial plan for next semester will be announced in the Teacher Edition of our first September issue, but here are a few items that were decided upon:

Major articles: First, an article on "Getting Along with Others," to be followed by articles on "Know Your Classmates," "Know Your School," and "Know Your Community." These last two may take the form of discussion programs or some other English class project.

"How to —" Series: As a "back to school" starting unit, a series of articles on study habits (budgeting time, taking notes, etc.).

Critical Judgment Series: By popular request, the first unit in next year's series will be on "How to Read Newspapers."

All of the other regular departments will be retained, with stronger emphasis on reading techniques. Also, in the feature section of the magazine, there will be a regular department on "Health and Nutrition."

Perhaps you, too, have been doing some planning for the fall. Perhaps you're like the teacher who told us recently, "I am eager to have those free *Practice Makes Perfect* workbooks, but I can only get them by turning in annual subscriptions. I'm not sure about my second semester classes. What can I do?"

We sat down with this teacher and the chairman of his English Department and worked out a plan. The chairman called a meeting of all English teachers in the department. They enthusiastically endorsed a plan whereby their classes would put in an annual order for *Practical English* and *Literary Cavalcade* (75¢ per student each semester), thus permitting each student subscriber to receive a copy of the *Practice Makes Perfect* workbook in September. The teacher who has the students during the second semester will see that the students continue the subscriptions.

Whatever your plans for the fall, we wish you a pleasant and rewarding summer vacation. And if you are planning to be in New York City this summer, we hope you will give us the pleasure of meeting you. (*Practical English* is listed in the Manhattan Telephone Directory.)

Cordially yours,
THE EDITORS

The Problem-busters (p. 5)

A GUIDE FOR A LESSON PLAN

Aims

To give the basic rules for organizing a round-table discussion; to encourage teen-agers to take an active interest in talking over and solving everyday problems in living.

Student Activities

1. Organize a round-table discussion for a class, club, or an assembly program. If you like, use the same questions.

2. Ask students to turn in *problems in living* which would be suitable for such a round-table discussion. (The problems used in the "Problems in Living" feature this semester would be suitable.)

3. Using the radio section of your local papers, make a list of radio programs which feature round-table discussions (*Round Table of the Air*, sponsored by the University of Chicago, etc.). Post the list on your classroom bulletin board.

Note to Teachers

A round-table discussion on problems in living would make an excellent program to give for the P. T. A. or for some civic organization or group.

Cash or Credit? (p. 8)

A GUIDE FOR A LESSON PLAN

Aims

To explain what charge accounts and systems of installment buying are; to point out the advantages and disadvantages of buying on credit.

Student Activities

1. List the advantages of charge accounts. (You don't need to carry much money with you on shopping trips—money you might lose; you don't have

to bother making change in shopping, and thus you can avoid making mistakes; you can leave most of your money in the bank and thus you won't spend it foolishly; you sometimes get better service and more personal attention than do cash customers.)

2. List possible disadvantages of charge and installment accounts. (You may go too heavily in debt; you pay a carrying charge on installment accounts; you may tend to purchase all your things at the store where you can charge instead of shopping around for "good buys.")

3. If you live in a city, visit the credit department of a large store. Ask what the conditions are for opening a charge account. Secure copies of the application blank for opening such accounts. (Practice filling them out in class.) Also secure blank contracts which are used by local stores for installment buying. How many dollars worth of furniture do the local stores permit people to buy at one time? What are the interest rates?

4. Appoint a committee to secure information on small loan offices. What are their names? Where located? What security (if any) do they require? What are the interest rates?

5. Another committee should visit local banks to discover whether or not they make small loans. If they do, what are the conditions?

6. If local firms have credit unions for workers, this type of financing might be investigated.

Dear Joe (p. 7)

Aim

To emphasize the importance of school training as preparation for the business and social world.

Student Activities

1. Make a list of the occasions when you've noticed that something you've learned in school has helped you on a part-time job or in a social situation.

2. Interview several young people who are outstanding in the business world. Ask them which subjects and which school activities helped them most to prepare for their present jobs. Also ask them what they learned in school that helps them understand and get along with people better.

3. Consider the school subject which you count as the least worthwhile for you. Pretend, for argument's sake, that this subject is valuable preparation for life. Point out what can be learned in this subject.

Scholastic Awards Issues

In this issue of *Practical English*, we announce the prize winners in the Scholastic Writing, Art, and Photography Awards and present the second-prize short story.

The contents of the May issue of *Literary Cavalcade* are devoted entirely to prize-winning material, including short stories, essays, poetry, radio drama, autobiography, humor, art reproductions, and the musical score of the first-prize song.

Senior Scholastic, World Week, and Junior Scholastic (May 25 issues) also contain Awards material.

Teachers and students desiring extra copies of these weekly issues should order them immediately. The price is 10 cents per copy for 1 to 25 copies; 7 cents per copy for 26 to 49 copies; 5 cents per copy for 50 or more copies—all mailed to one address.

A special combination order of the Scholastic Awards issues of all five Scholastic classroom magazines (*Senior Scholastic, World Week, Practical English, Literary Cavalcade, and Junior Scholastic*) may be obtained for 25 cents. Send orders to: Subscription Service Department, Scholastic Magazines, McCall St., Dayton 1, Ohio.

Letter Perfect (p. 11)

Aim

To show students how to write social notes.

Student Activities

1. Discuss suitable paper and envelopes for note writing and if possible show samples of suitable and unsuitable stationery.

2. Discuss the use of calling cards for social and business purposes.

3. Discuss formal announcements (graduation, wedding, etc.) and invitations (weddings, parties, etc.).

4. Write one of the following social notes.

a. To a friend inviting her to visit you this summer.

b. To a friend thanking her for the nice time you had at a party.

c. To a friend you visited during spring vacation.

d. To a friend who sent you a graduation (or birthday) gift.

Learn to Think—Straight (p. 10)

Aims

To restate the aim of the semester's series of articles on propaganda—i.e., to make the student aware that he is surrounded by people trying to persuade

him to do many things—some advisable, others not—and to point out the importance of thinking for himself.

Discussion Questions

1. Why not make it easier to find accurate facts in this country by forbidding by law the printing or speaking of one-sided or incorrect statements? (This should raise the question of who is to decide what is true and untrue.)

2. What are the disadvantages of becoming so alarmed by the idea of propaganda that you refuse to believe anything you read or hear?

Answers to "Test Your Reading Skill" (p. 12)

A Ruined Record: 1-b, c, d; 2-a, b, c; 3-a, d; 4-c, d; 5-a, c, d.

Answers to "Practice Makes Perfect" (pp. 13-16)

Watch Your Language!: 1-were; 2-are; 3-are; 4-is; 5-am; 6-is; 7-are; 8-me; 9-want; 10-is.

Correctly Speaking: 1-A; 2-A; 3-A; 4-B; 5-B; 6-B; 7-A; 8-B; 9-B; 10-A.

Are You Spellbound?: A. 1-villain; 2-village; 3-sincerely; 4-embarrassed; 5-benefited; 6-truly; 7-parallel; 8-committee; 9-excellent; 10-finally; 11-humorous; 12-government; 13-successful; 14-occasion; 15-recommend; 16-height; 17-occurred; 18-separate; 19-rhythm; 20-prejudiced. B. 1-meat; 2-course; 3-It's; 4-your; 5-There; 6-fair; 7-wait; 8-their; 9-whether; 10-current; 11-stationery; 12-soul; 13-bear, bare; 14-dear; 15-allowed; 16-scent; 17-heal; 18-Ring; 19-seem; 20-through.

Sign Language: 1-Shawnee; 2-Monday, Hotel; 3-High School, spring; 4-Building; 5-Hospital; 6-fall fashions; 7-Day; 8-Friday; 9-Avenue; 10-Park; 11-Charter; 12-Old, New; 13-Almighty; 14-War; 15-Book, Bible; 16-judge; 17-Uncle; 18-Earth; 19-West; 20-south.

Surprise Endings: 1-studies; 2-calves; 3-reefs; 4-Eskimos; 5-attorneys; 6-dominoes; 7-themselves; 8-handkerchiefs; 9-Negroes; 10-Pianos; 11-halves; 12-Radios; 13-mosquitoes; 14-torpedoes; 15-wolves; 16-Potatoes; 17-echoes; 18-enemies; 19-flies; 20-sombreros.

Answers to Crossword Puzzle (p. 16)

1	2	3	4	5	6	7	8
B	A	I	T	E	B	A	N
9	R	I	D	E	R	A	C
11	A	L	L	E	Y	L	E
14	K	E	Y	A	L	L	
17	E	D	A	R	T	B	S
21	E	N	D	P	U	T	
23	B	O	X	S	C	O	R
27	A	R	I	D	U	L	N
30	T	E	T	E	B	O	S

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" (p. 12)
2-a, b, c;

(pp. 13-16)
re; 2-are;
8-me; 9-
3-A; 4-B;

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d; 5-bene-
mittee; 9-
s; 12-gov-
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ced. B. 1-
5-There;
er; 10-cur-
pear, bare;
-heal; 18-

2-Monday,
-Building;
ay; 8-Fri-
arter; 12-
; 15-Book
Earth; 19-

-calves; 3-
dominoes;
9-Negroes;
; 13-mos-
; 16-Pota-
-flies; 20-

(p. 16)

7	A	N
C	E	
E	T	
19	B	S
U	T	
R	E	
N	A	
S	K	

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COVER STORY, p. 3
ROUND-TABLE DISCUSSION, p. 5

RIVER RESCUE

ANOTHER EXCITING "R.C." AND QUICKIE ADVENTURE!

"R.C." and QUICKIE STOP THEIR FISHING TO ENJOY A FROSTY ROYAL CROWN COLA PICK-UP...WHEN SUDDENLY THEY HEAR A SICKENING

CRASH!



FASTER, QUICKIE! THE GIRL'S SINKING. SHE MUST BE HURT!

I'M HURRYING (PUFF)...GET YOUR SHOES OFF AND GET READY TO JUMP!



QUICK AS A FLASH, "R.C." RIPS OFF HIS SHOES.

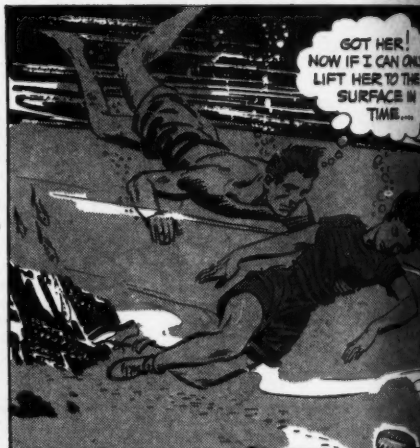


"R.C." AND QUICKIE ALWAYS DRINK ROYAL CROWN COLA. IT'S BEST-TASTING, FULL OF QUICK ENERGY, COOL AND REFRESHING!

THAT'S THE SPOT, "R.C."



GOT HER! NOW IF I CAN ONLY LIFT HER TO THE SURFACE IN TIME...



SHE'S GONNA BE ALL RIGHT, QUICKIE. THE CRASH MUST'VE KNOCKED HER OUT

GREAT WORK, "R.C." SHE'S COMING TO



LATER AT GIRL'S HOME

GOSH, FELLAS, HOW CAN I EVER THANK YOU!

YOU'VE DONE PLENTY, MISS

COOL OFF WITH BEST-TASTING ROYAL CROWN COLA! IT'S THE ONLY COLA THAT GIVES YOU ALL THREE: ① COOL REFRESHMENT. ② TWO FULL GLASSES. ③ BEST BY TASTE-TEST FLAVOR.



"R.C." VENTURE!



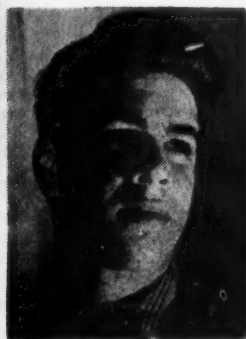
GOT HER! NOW IF I CAN ONLY LIFT HER TO THE SURFACE IN TIME...



ON THE SIDE

OUR FRONT COVER. "A once-in-a-lifetime shot!" exclaimed one member of the Scholastic-Ansco Photography Awards jury when he saw this photograph. "Look at the number of figures in it! Look at the sweep of it—the action—all caught in one instant by the camera!"

There was no argument. The jury awarded First Prize, Group II (students in the 10th, 11th, and 12th grades), Division E (News) to Benjamin Priest, 16, of Thomas Jefferson High School, Elizabeth, N. J., for his photograph "At the Circus." Prize money: \$25 plus a \$25 Ansco Award.



AT THE CIRCUS. "I took the photograph—without flash bulb—at the Hamid-Morten Circus in the Newark (N. J.) Armory," Benjamin told us. "My father and I had front row seats for the performance."

Benjamin said that he became interested in photography as a hobby about three years ago. He has since experimented with many kinds of photography: news (including circus shots and school activities), sports, portrait; but sports is his favorite.

Benjamin takes pictures for the school newspaper and is a member of both the camera and rifle clubs. He plays the violin and piano and is active in scouting—now working for an Eagle Badge.

As his favorite school subjects, Benjamin lists geometry and biology. He plans to go to college and enter the field of electrical engineering.

• • •

ON WITH THE SHOWS! Prize winners and selected show pieces in the Scholastic-Ansco Photography Awards will be on exhibit in the windows of the East River Savings Bank, Rockefeller Center, N. Y. C., beginning June 1. The National High School Art Exhibition is being held in Pittsburgh May 9-31. The Scholastic Industrial Arts Awards Fair will be held at the Museum of Science and Industry, Chicago, August 21-October 15.

You're ALL Winners!

CONGRATULATIONS to all of you 225,000 high school students from every state, Hawaii, and Canada who took part in the 1949 Scholastic Awards! You're all winners—whether you walked off with a prize or not. When you wrote your short story, poem, article, or song, or made your painting, photograph, sculpture, or metal work (there were 65 classifications) you discovered yourself—your own ability and interest. That makes you a real winner!



M. R. Robinson

Nearly 10,000 students received awards of cash prizes adding up to over \$10,000; ninety-five scholarships to art schools, colleges, and universities; honorable mentions; or commendations. If you're one of the 2,820 who won national honors, you may find your name in this issue. If you aren't a winner, you may have been close to it. The decision of the judges as to who wins and who *almost* wins is often as narrow as one point.

How did Scholastic Awards start? The inspiration came in 1920 when a young man just out of Dartmouth College bought a second-hand typewriter, rented a desk in an office, and started a weekly newspaper for high schools in the vicinity of Pittsburgh. The young man was Maurice R. Robinson, our president and publisher.

"It always seemed unfair to me that in high schools all the honors and assembly awards at the end of a year went to the athletes," Mr. Robinson says. "Students who could write or draw or had other abilities received no prizes. I decided to see if I could give them a break."

In the second issue of the newspaper, he announced a short story contest. Two years later when the paper became a national magazine, students were invited to submit entries for a "student-written" issue, and later, to submit designs for the cover. From this beginning Scholastic Awards has grown into a nation-wide competition, open only to high school students, conducted by *Scholastic Magazines* and public-spirited sponsors.

Art entries are first sent to regional exhibits, co-sponsored by 41 department stores. The winning pieces in each region are then shipped to the Fine Arts Galleries at Carnegie Institute in Pittsburgh. Here well-known artists tackle the job of choosing the 1,400 winning pieces that are on display from May 9 to May 31 in eight galleries at the Institute. Writing awards are co-sponsored by newspapers in 15 regions.

The national magazine which started Scholastic Awards has now become 7 magazines—*Senior Scholastic*, *Junior Scholastic*, *World Week*, *Literary Cavalcade*, *Practical English*, *Scholastic Coach*, and *Scholastic Teacher*.

Say What? You Please!

... and that's what we mean! This letters column, a regular feature in all editions of *Scholastic Magazines*, is open to opinion on any subject and criticism of any kind, brickbats or orchids. We want to know what's on your mind. Other readers do, too. Address Letters Editor, *Scholastic Magazines*, 7 East 12th St., New York 3, N. Y.—The Editors.

Dear Editor:

I have been debating with my teacher the main idea of "The Wink" (April 27). My teacher thinks Mr. Turner's wink was caused by a cinder in his eye. I disagree. Miss Macomb, the teacher in the story, distinctly recollected that Mr. Turner winked at her with his left eye. But at the end of the story she sees a nurse removing a cinder from Mr. Turner's right eye.

Am I right, or is my teacher right? Or is there another main idea that both of us missed?

Betty Plank

Marshall Jr. H. S., Houston, Texas

Your letter had us blinking (not winking) for a minute, Betty. In the original story both the wink and the cinder were in Mr. Turner's right eye. Here's what happened: The artist who illustrated the story didn't read it as carefully as you did—and he put the wink in Mr. Turner's left eye. A keen-eyed proofreader spotted the discrepancy between the story and the illustration as he checked over the first two pages of proof, and he changed the text on page 17 to fit the illustration. But he must have had a cinder in his eye when he got to the last page of the story, because he missed the second reference to Mr. Turner's afflicted eye.

So, as the story was printed, your interpretation is correct. Your teacher is right in her interpretation of the way

the story was meant to be. And we're all wrong!—Ed.

Dear Editor:

I have been reading your magazine for three years, and I enjoy all of your articles. I read "February Afternoon" (the story Marilyn Watt criticized recently in "Say What You Please!") and liked it from the first paragraph to the last. The plot with its brutality and the shock of discovering that the boy had no tongue added to the story's impact.

While reading a story I try to keep my mind open to facts and emotions that exist in real life. I don't feel "February Afternoon" left a wrong impression, but rather impressed on a reader's mind that things like this really do happen and that we should be on guard against them, rather than closing our eyes to them. I feel that Marilyn Watt's letter was written in good faith, but with a closed mind.

Keith Bovee

Plymouth (Mich.) H. S.

Dear Editor:

We would like to tell you that there is no high school magazine that can compare with yours. We compliment you on "Boy dates Girl." The questions that are asked in this column are the same all over the world. Hollywood films do not give us a clear impression of teen-agers in the U. S. A., but your magazines are helping us to know your young people better.

Stan Ash, Fay Smith, Henry Leigh, Percy Kaye, Ashley Lass, and Maurice Lass
London, England

Editor's note: A number of our readers have written asking us whether they may enter subscriptions to Scholastic publications for their pen pals in foreign countries. They certainly may! Single overseas subscriptions to *Senior Scholastic* or *Practical English* are \$2.20 a year; single overseas subscriptions to *World Week* or *Literary Cavalcade* are \$2.00 a year. (One dollar has been added to the regular subscription price for these magazines to cover the cost of foreign postage.)

Send your check or money order to: Subscription Department, *Scholastic Magazines*, 7 East 12th St., New York 3, N. Y. Be sure to give your pen pal's full address and specify which *Scholastic* magazine you would like him to receive.—Ed.

Practical English

(Combined with PREP)

A National Magazine of English and the Communication Arts Designed for High School Students in General, Business or Vocational Courses. Published Weekly During the School Year

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Happy Vacation!

This is our last issue for the school year 1948-49. Those of you who will be in school next fall will receive our first issue of the new school year during the first week of school. To those of you who will be going on to college or starting a new job, we'd like to say that we are proud to have had you among our readers, and we wish you all the luck in the world. And to all of you from all of us—"Happy Vacation!"—The Editors.

The Problem-busters



May 25

Don Tobin in Saturday Evening Post

"What a game, fans! Last of the ninth, bases loaded, two out! And now stepping up to bat . . . e-e-e-k . . . a-w-w-k . . . Hell-o-o, ladies! Welcome to the Afternoon Frolics! . . . Hah, hah, hah! . . . Are we happy?"

MONDAY night at 8 p.m.?" Don Houk spoke excitedly into the phone's mouthpiece. "You bet! We'll be there. And rehearsal at the studio on Friday after school? Yes, sir!"

"Well, what did he say?" Mal Dyer asked impatiently. "Are we on the air?" "Let me catch my breath," Don laughed. "Mr. Van Til, Station WASH's program director, invites the Adams High Problem-busters to take over the entire 30-minute program of *Youth Speaks* next Friday night."

"Come on," Mal commanded, "we have work to do. Let's call a meeting after school today!"

"Right," said Don, opening the door of the school office for Mal.

"Let me briefly outline the setup," suggested Don when the Problem-busters trooped into Room 410 at the end of the seventh period. "Then we'll discuss ways and means."

"Mr. Van Til wants us to broadcast the same type of program that we do for school assemblies—have about three teen-age problems and then have a panel discussion of possible solutions for the problems. Our executive committee will appoint five students to serve on the round table. Scout around for lively problems, everyone, and turn them in to me tomorrow. Then we'll vote, on the best three. We'll have a rehearsal at the studio on Friday to discuss panel-discussion procedure and to work out the timing of the program."

Here are the rules for a good round-

table discussion, as Don and Mr. Van Til explained them on Friday:

1. Each person should write out, in advance, all the arguments *for* and *against* the question; then he should form his own opinion so that he can express his ideas clearly and simply.

2. Check the facts, in advance, so that all statements are accurate.

3. Be a good sport; avoid name calling and interrupting.

4. Everyone should have something to contribute to the discussion, but no one should "hog" the conversation.

5. Listen attentively so you won't miss any points made or repeat previous speaker's remarks. This will help you to keep to the point under discussion.

6. The chairman never states his own views. He keeps the discussion on the subject; gets everyone to take part; narrows the discussion down to the important points of disagreement; and sums up the discussion at the end.

On the Air

Let's join the studio audience at Station WASH on Monday night at 8 p.m.

MUSIC: *It's a Big, Wide, Wonderful World*.

ANNOUNCER: *Youth Speaks!* And here tonight, are five bright-eyed Problem-busters of Adams High, ready to put the show on the road. Take it away, Chairman Don Houk.

Don: "Problem-busters" is the name we Adamites give to the members of our personality laboratory—the fellows and girls who meet bi-weekly to find the answers to numerous problems which all teen-agers face. Now let me introduce our panel for tonight.

SALLY: I'm Sally Briner, senior representative.

Don: Sally's the happy-go-lucky type who believes that things have a way of working themselves out, if you don't get excited.

TED: I'm Ted Miceli, junior representative.

Don: Ted's the do-something-about-it man; he believes in action.

MAL: I'm Mal Dyer, sophomore representative.

BRUCE: I'm Bruce Philips, freshman representative.

Don: Mal's the worrier on our panel, and Bruce's the man who always has a plan. Sally will you read the first problem?

SALLY: "My kid brother," writes Vivian Jordan, "is utterly selfish. He insists that the family radio (the only one we have) be tuned to his favorite programs—*Inner Sanctum*, *Mystery Theatre*, *Adventures of the Falcon*, etc. Naturally, I'd like something more than mysteries: *The Supper Club*, *the Bob Hope show*, *Dinah Shore*, and *Vaughan Monroe*. Mother says to let Bud listen to his programs because that's one way of keeping him out of mischief. But I don't think that's fair. What do you suggest?"

Don: Choosing radio programs that please the whole family can be a real problem. Have you ever wanted the house to be quiet so that you could study and your kid sister insisted that the *Lone Ranger* program be turned on so loud that you could hear every hoof beat? Have you ever had to skip your favorite radio program because someone wanted something else? Let's see if we can find some workable solution to this problem.

TED: I agree with Vivian's brother. The romantic stuff that Vivian wants to listen to doesn't amuse a live-wire kid. If his folks want him to stay at home nights, they should let him hear good, red-blooded shows. There are plenty of other things for Vivian to do.

MAL: But the family should consider Vivian's interests, too. Her folks would worry if she went out every night just because her home's unpleasant. You



Geo. Rockas in This Week

"You mean this old rag I'm wearing?"



Ray Helle in Saturday Evening Post

"How come nobody wants the car tonight? What's wrong with it?"

can't expect a girl to work every evening, even on school work.

BRUCE: Why don't the Jordans buy another radio and put it in the kitchen or one of the bedrooms?

MAL: That's a good idea, but what if they can't afford it? Or if the apartment is too small for a second radio? Or if the other rooms are unheated and too cold to sit in after dinner?

SALLY: If Vivian would pay no attention to the radio for a while, her brother might get tired of listening and everything would be okay. Also, if anyone plays the radio too loudly, you could try studying in some other part of the house. Or you could explain to your folks what you're doing and probably they'd be happy to turn the radio down a little.

BRUCE: I have an idea. Why doesn't Vivian invite her brother—and any other radio fans in the family—to sit down with her and make a list of programs that each wants to hear? After that, they could write out a schedule for family listening for the entire week.

TED: The best plan yet! Then if each had a favorite program at the same hour, they could work an exchange deal. Bud could listen to his mystery show at 8 p.m. and Vivian could tune to a dance band at 8:30.

BRUCE: If Bud has to go to bed early, he should get "the breaks" for the early shows. Later, the father and mother would have the radio to themselves. Also there must be some programs that the whole family would enjoy. They should experiment to find these family programs.

DON: In summary, if it's not possible to have a second radio, a family should hold a family council to make a plan for good radio listening for at least a week at a time. Each member should be willing to compromise, and an effort should be made to find some programs that would be agreeable to the entire

family. Sally, what's the next problem?

Runaway Jack

SALLY: "My father refuses to keep his promise," writes Jack Amon. "Dad promised me \$15 a week if I'd help him paint houses. I worked after school and on Saturdays, and now he says that he can't afford to pay me—and anyhow I owe him a lot of money for raising me. I've made up my mind to quit school and run away, but Mother says that that's foolish. What should I do?"

DON: Here's a case of a broken promise—a serious problem to many teenagers. What should Jack do?

SALLY: Jack's mother is right. Jack should stay at home and continue in school. He should find a part-time job for himself and not work any more for his dad. He should try to pay a little of his expenses if the family really needs the money.



Rod deSarro in Nation's Business

"Something that would help re-establish contact with my teen-aged daughter."

MAL: That's sensible. Jack will hurt himself by running away.

TED: Somebody should do something about Jack's father, if he breaks a promise like that.

MAL: Maybe the father means well, but when he doesn't have the money, he's too proud to admit it; so he says Jack owes him money for raising Jack.

BRUCE: I agree with Sally and Mal. Jack should make the best of a bad situation; he should try to understand his dad, who probably does love him. Jack shouldn't do anything like running away. That would hurt his mother. In the meantime, he's getting ahead with his education.

DON: Bruce has summarized the solution pretty well. In cases of broken promises, try to look at all sides of the problem, and don't be short-sighted and plan revenge which will hurt everyone. Next question, Sally.

SALLY: "My grandmother who lives with us," writes Hazel Hammer, "bosses me around and is always finding fault with me and my friends. I have a good notion to 'tell her off,' but Mother says she is old and deserves consideration. What should I do?"

TED: The trouble with grandmother is probably that she doesn't have enough to do. Give her a little more housework to occupy her time and keep her nose out of other people's business.

MAL: Wait a minute, Ted, the grandmother is probably unhappy and lonely. It's not easy to have to give up your home and live with others—even if they're your kin. She means well, I'm sure.

SALLY: Maybe if Hazel would be more considerate of her grandmother, things would be better. Hazel might ask her advice about things; tell her what's going on around town, bring her books to read, and go walking with her sometimes.

BRUCE: That's part of the answer. Also avoid bringing to the grandmother's attention any information or activity that she might criticize or be shocked about.

MAL: I agree. Maybe Hazel and her mother could occasionally invite a friend or two of the grandmother's to lunch with her. Also, Hazel might see if there are any clubs or church groups the grandmother could join.

DON: Hazel, then, should be patient with her grandmother and should do everything she can to make her happy; also avoid upsetting her.

ANNOUNCER: Thank you, Chairman Don Houk of the Adams High Problem-busters. Ladies and gentlemen, you have been listening to *Youth Speaks*. Tune in again next Monday at 8:00 p.m. when we present two Swedish youths who are hitchhiking around the world.

May 25

Dear Julie,

Do I get a by-line on the article you've assigned me to write for *The Bay Ridge Echo*? And please, no headlines like "Local Boy Makes Good!"

What I Learned in High School That Has Helped Me in Business is a big assignment. You see, your high school training becomes so much a part of you that you don't stop in the middle of making a sale and say to yourself, "I learned that in English IV-A" or "It was really Mr. Fern's talks on health that made me start taking an interest in personal appearance."

And yet it's amazing how much high school does help you to put your best foot forward in business. First, I learned how to get along with people—to like them and to enjoy being with them. People don't change much in their interests and their hobbies as they grow up. "Slugger" Beatty will still talk baseball at the drop of a hat; and Milly Harlow is still "just dying" to tell you her latest recipe. The "give and take" of friendships is always the same.

In school I learned the little everyday courtesies—"Thank you," "Please," "I'm sorry"—which make living more pleasant!

That pretty well takes care of the "outer" man—personal appearance and personality. As for the "inner" man—the real *you*—school did much more than teach me the fundamentals of readin', writin', and arithmetic—important as they are!

From working with other students and with teachers like Mrs. Forbes and Mr. Kazan, I learned that reliability, honesty, and other traits of character are

important for personal happiness and for business success.

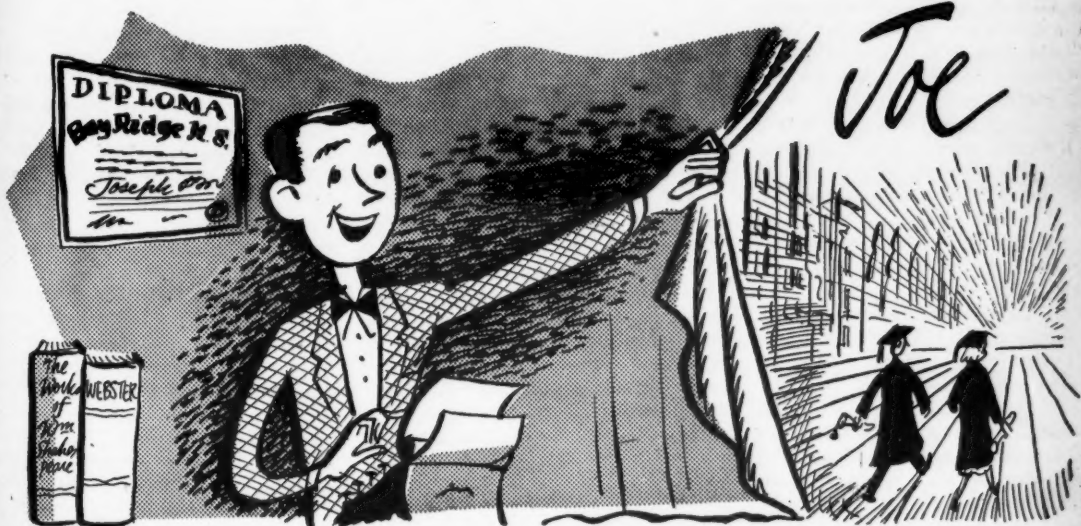
If I had to choose *one* subject as the most important, it would be English, because you use English in everything you do—business or social.

I'd also rate high the fact that I learned how to work in school—how to "produce" under pressure (you know, when you have about three things to do at once); how to budget my time and get the most done; and the short cuts for getting information in a hurry (how to use the library, etc.).

When you're in school, it's hard to see much good in studying Egypt's pharaohs and the pyramids in world history or arithmetic problems like *How much are eight oranges if a dozen retail at 54¢?* But when you and your boss discuss the current movie, *Antony and Cleopatra*, and you're able to talk intelligently about that period in history, you realize that your history course helped you. Likewise, your arithmetic is "handy" when you're the shopper.

School also helps to give you a great deal in common with other Americans and with educated people everywhere. Students in California, Wisconsin, and South Carolina all learn the same things about our country. And they all "go for" a good football game or a double frosted. I suppose I developed my "talent" for that last one at the Sugar Bowl and not at good old Central High, but the Sugar Bowl was a part of my education, too!

Your city correspondent,



Cash or Credit?

"**S**AY, DAD, how's business?" Chuck casually broke into the after-dinner lull of the Kays' living room.

Mr. Kay replied vaguely from behind his newspaper. "Oh, it's pretty good; could be a lot worse."

"And how's your credit standing in the community, Dad?" Sue asked.

This time Mr. Kay looked up. "Come on, now, out with it! What are you two cooking up?"

Chuck grinned frankly. "Here's the story, Dad. We've been studying charge accounts, and we wondered why you and Mom had never opened any."

"They're so convenient," Sue put in helpfully. "If you see a bargain when you're window-shopping, you needn't pass it up just because you haven't the money with you. You simply say 'Charge it, please,' and pay for it the following month when the store bills you."

Cash and Carry

Mrs. Kay smiled and sighed. "I've been trying to convince your father of that for eighteen years."

"Now let's get something straight," said Mr. Kay. "My credit rating is A-1. I could walk into any store in town and open a charge account without being asked a single question—my business reputation is that sound. And if any merchant did want to ask the National Retail Credit Association to investigate me, they'd discover that I have a regular income, that I've always paid my bills promptly, that I own my home, that I have a tidy savings account. In short, they'd see that they were running no risk in allowing me *credit*—trusting me to pay my bills promptly each month."

As Mr. Kay paused for breath, Chuck said soothingly, "Of course we know that, Dad. After all, we do run up bills at the grocery store—"

"That's a different story," answered his father. "Groceries are essentials and we're not likely to go overboard in buying things at such stores. But department store charge accounts are too much of a temptation. Why, you'd all be running around town singing 'charge it,' and I'd be 'singing the blues' when the bills came in."

"Oh no, we'd be sensible," Sue said. "And we'd get better service as charge customers. Don't you remember during the war when nylons were so scarce, Smith's kept special stocks for women with charge accounts? And they always notify charge customers in advance when they're planning sales."

"That's one reason why I don't like to buy at Smith's," said Mr. Kay. "A great deal of their business depends on charge customers. Those accounts cost stores money; they must keep complicated records and send out bills. Stores don't charge for this extra bookkeeping, but they must pay their increased costs somehow, so they raise their prices accordingly."

Mrs. Kay nodded. "That's true," she admitted. "Jones' is a strictly cash-and-carry store, and we've often found that they're underselling Smith's."

"There's another point," Mr. Kay said. "As cash customers, we shop around for good buys. As charge customers, we'd tend to use only the one or two stores where we had accounts."

\$5 Down...

Tactfully Sue tried another approach. "But you don't disregard credit completely, Dad. We do occasionally buy things on the installment plan."

"Sure," said Chuck, "and installment buying works on the same principle. You're asking for credit there, too—but for a longer period of time."

"That's right," agreed Mr. Kay. "But if you'll think it over, you'll realize that we use installment buying very carefully and only for essential items which we need immediately. We bought the car and the new refrigerator on the installment plan. I wouldn't buy jewelry or furniture that way, because neither is that important to us. However, a newly-married couple would be justified in buying furniture in installments because they'd need the furniture immediately."

Mrs. Kay laughed. "Talking about newlyweds reminds me of the sad mistake we made when we were first married," she said. "We bought a radio on the installment plan—and neglected to read the contract we signed with the dealer. He wasn't a reputable merchant, and we were almost 'stung.'"



George Clark, News Syndicate Co., Inc.

"But, Sis, I just need enough money to buy gas to get to that filling station where Pop has opened a charge account."

"How did that happen?" asked Sue. "We were given 20 months in which to pay," said her mother. "The interest rate was quoted to us as 10 per cent, and we didn't bother to check the figures. We just assumed that it was 10 per cent for the entire period; that would have averaged about 5 per cent a year, which was reasonable. But later we discovered that it actually came to 10 per cent a year. We learned the hard way that it's important to figure out the interest on a yearly basis, especially when it's quoted by the month, as it often is now."

"Fortunately, we met all the payments on time," put in Mr. Kay, "but the contract allowed the dealer to repossess—that is, take back—the radio without any notice if we were a few days late on any payment. That's unethical, although a dealer is entitled to charge you a slight fee if you're overdue on a payment. The contract also named an outrageous fee to be paid if the dealer had repossessed the radio and then let us take it back to resume payments."

"And 20 months was too long to have a debt hanging over you," added Mrs. Kay. "Now we look for an arrangement which allows us to pay off as quickly as possible."

"In fact," said Mr. Kay, "we always look first for some less expensive way to finance our purchases. Sometimes it's cheaper to borrow the money and pay cash for the purchase. Occasionally I've taken the money out of my bank account and disciplined myself to pay it back into my account with regular payments within a specific period."

"Why, that way your payments are actually earning interest for you, instead of causing you to pay interest to a dealer," said Sue. "That's pretty shrewd!"

TV'S Growing Pains

May 25

DURING television's baby days the password was that "anything could happen"—and it usually did. The list of "boners" was long and laughable.

One script called for the actors to eat ice cream cones, but the intense heat of the studio lights forced the actors to *drink* their cones after three bites! (The next time the actors ate mashed potatoes.)

Another time the heat flattened the "rich, foamy suds" that were supposed to be whipped up for a soap commercial. (After that warm beer was poured into the basin to produce the effect of foamy bubbles.)

Such minor problems are now a thing of the past. TV people have learned quickly; but they still have many important problems to iron out.

The TV Team

Producing a telecast is far more complicated than producing a radio show.

The script writer is challenged to find new techniques to fit a new medium; and he's limited to creating scenes which can be *shown*, and not just imagined. The producer must manage a much larger cast and many more technical crews. The director must be an expert in camera and stage—as well as broadcasting—techniques. The actor must memorize his lines; he'll have no script to bolster him when the show's on.

The TV team involves a much longer assembly line than does radio. There's a "prop" crew to find furniture and small properties for the show. There are costume designers, make-up experts, camera men, lighting technicians, and video engineers—all in addition to the audio (sound) engineers, sound effects men, and musicians of radio.

When all of these ingredients are finally gathered together in the TV studio, a great deal of time is required to whip them into the shape of a smooth show. A one-hour "teledrama," for instance, needs about 40 hours of rehearsal time. An hour-long radio story, you remember, can be fully rehearsed in about 9 hours.

Even though boners are less frequent, the actual broadcast of a TV program is still a tense, hazardous

business. The director sits in his control booth, keeping an eye on lights, cameras, sound, action, and timing. But the actors can't watch him for cues; if they looked in his direction they'd be staring out of the scene—and destroying the illusion being created for the audience.

To solve this problem, a stage manager lurks behind the scenes, just out of range of the cameras. He carries a type of walkie-talkie set, over which the director instructs him. Then, when an actor walks off the set, the stage manager can whisper to him, "We're running too fast; string out the next scene," or "We're overtime; cut the last four speeches of this scene."

For a studio broadcast, the director works out his camera shots during the rehearsal. At least two cameras are used, one for distance shots and one for close-ups. Both are continually in action, but at any given moment only one camera's image is going out over the air.

This creates another problem for "remote" shows—those that are televised outside the studio. Sports events, parades, conventions, outdoor concerts and other special events are "remotes." To bring such programs into your home requires a mobile TV unit—a special truck with several cameras and about five tons of equipment—manned by 10 to 15 men.

No script can be written for "remotes." No lighting effects or camera shots can be worked out in advance. The director must decide on the spur of the moment whether to use his close-up or distance camera for each particular scene. The reporter must be "all eyes and ears" to coordinate his announcing with the image on the screen. The technicians must be prepared to cope with fog, rain, glaring sun, crowd noises, and curious spectators.

Video Views

What does all this behind-the-scenes activity bring to your video screen?

Many television programs have been borrowed from their big brother, radio. We can now see many of the same discussion programs, forums, and quiz shows which we've only heard in the past. Sometimes the radio broadcast is



Clyde Lamb in Saturday Evening Post

"... O'Shea lands a left—a right—the champ looks tired—he—just a minute, folks, there is a slight difficulty—"

merely televised at the same time that it's aired. Other programs produce their own TV versions.

Television's quickest—and biggest—hits have been variety shows. These have been described as streamlined vaudeville, for they feature comedy routines, singers, dancers, ventriloquists, skits, etc.

Television's most ambitious—and rewarding—experiments have been in the field of drama. Until about a year ago many dramatic shows were poorly produced and simply imitated movie and stage techniques. But recently there has been such a marked improvement in production, acting, photography, and other technical angles that many TV plays are now exciting entertainment.

Opera has been televised, too, and so have symphony concerts, musical comedies and dance recitals. Some have been more successful than others, but they have all contributed variety and interest to the TV schedule.

Television newsreels are still in the experimental stage. Many reviewers have criticized such TV newscasts because they emphasize the events that are most interesting to look at, rather than those that are truly newsworthy. The biggest triumphs in the news field have been in "spot" televising of special news events. Home audiences who watched telecasts of the presidential conventions and the inauguration undoubtedly had a better picture of what was going on than many people who were actually present.

Add women's programs, sportscasts, and young people's shows, and you have a picture of TV's offerings today.

The Business Side

TV's future is anybody's guess. The one solid fact is that television is the fastest-growing industry in the country.

There are 1,500,000 sets now in operation. (Concluded on next page)

Learn to Think...

STRAIGHT

CHECK your reaction to each of these statements below.

1. Small airlines that have been charging lower prices than the large airlines may not be able to afford to do so under Government regulations.

—a. That's unfair; the lower the price, the better.

—b. The Government's probably right; the small airlines may have been charging less because they haven't been spending enough for safety.

—c. I need more facts before I know what this is all about.

2. Supreme Court Justice Roberts believes that the democratic countries of the world should form one nation in the way our states formed the U. S.

—a. When a Supreme Court Justice has an idea, it's probably a good one.

—b. Such ideas are impractical.

—c. What are his reasons for thinking this is a good idea?

3. Jack: "The job as junior counselor sounds more important than the job of soda jerker; so I think I'll be a counselor."

—a. I'd take the "more important" job, too.

—b. I'd have a better reason for taking a job than that it sounds "more important."

If you were thinking for yourself, you checked 1-c; 2-c; 3-b.

Knights of old wore armor when they rode out into the world. In 1949 you'd simply waste your energy clanking around in layers of metal.

The way to get along in the modern world is to think for yourself—and to stand up for your conclusions. This is

your best armor against the sales talks and propaganda that friends, advertisers, writers, radio speakers, politicians, etc., use to persuade you to do something.

Thinking for yourself—and standing up for what you believe—is also the way to take your part as a citizen of your school, community, country, and the world.

Suppose that not enough persons in a country think for themselves? Let's see what happened in the case of Sam Smith, who lived in an imaginary country we'll call Followland.

When Sam became old enough to vote, he didn't bother to find facts about the candidates. He voted for those who talked the loudest. Unfortunately too many other people in his country voted the same way.

Once the officials were in office, Sam didn't pay much attention to what they did. This was also the attitude of many others in Followland.

Suddenly Sam and his countrymen discovered that their country was being run by a dictator. It seemed to them now that some of the things the dictator was doing weren't quite right. The dictator, however, claimed that all he did was for the good of the people. No papers or magazines or radio stations were permitted to disagree with him. So Sam took the dictator's word for it.

A time came, however, when the dictator was making Sam's life miserable. It was too late now for Sam to do anything about it. He no longer had the chance to vote for other government leaders. He had to obey—or else.

To think for yourself, you must start with accurate facts.

In this country we believe that the way to be sure you can get accurate facts is to allow *everyone* to say what he pleases, except for making libelous statements about other persons.

That doesn't mean that everyone will



Bill King in Saturday Evening Post

"We didn't advertise it as a good picture—we just said, 'Don't miss it!'"

tell the truth. There will always be persons who exaggerate, skip over, or twist the facts in trying to persuade you to do or think something. But if everyone has a chance to talk, there will be many who *do* tell the truth.

You hear a lot about the one-sided and sometimes false impressions Russian newspapers give of life in the U. S. For instance, *Pravda*, official paper of the Communist Party, has reported that one in every seven Americans starved last year.

Russians claim that equally false statements have been made about Russia in some U. S. papers.

This is true; but the word "some" is important. If a paper in Russia—or any country where the press is controlled by one party or person—gives a false impression, most other papers and magazines will give the same impression.

As Mrs. Roosevelt remarked in a United Nations meeting: "If some parts of a free press become bad, the rest will remain good. But a controlled press is like an egg; if any part of it is bad, the whole is bad."

In the U. S. you can get the facts if you look for them. Make the most of your opportunity. Check your facts. Think for yourself.

TV's Growing Pains

(Concluded from preceding page)

eration, and more than 60 television stations throughout the country. Last year there were 200,000 sets and only 16 stations. Fifty-eight other stations have been granted construction permits by the Federal Communications Commission, which estimates that we'll have between 800 and 1000 stations within 6 or 7 years.

By that time we may have coast-to-

coast TV networks, just as we now have national radio hookups. Until recently there were facilities only for regional networks; now a *coaxial cable* links the Atlantic seaboard with the Midwest, bringing more programs to people living in both areas.

But television—like every business—has its financial problems. Program costs are sky-high. An hour of TV time on a New York station costs a sponsor \$1500; an hour of radio time costs \$1400 and assures the sponsor of a much larger audience. Production costs

mount up astronomically because of much larger casts and crews who must be paid for longer rehearsal periods.

For this reason there are many sustaining programs whose costs are carried by the stations and networks. But since many of these stations are owned by radio networks, the TV costs drain money from radio activities. Leaders in the industry feel that as television grows and stabilizes itself, it will become self-supporting. At any rate, the futures of television and radio are each dependent on the other.

May 25,



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TILLY BREWSTER put the receiver back on the telephone. "Well, the money will certainly come in handy," she said to herself, "but it would have been fun spending the week end with Mitzi and her friends. I'd better write her a note tonight so she won't be expecting me."

Here's Tilly's note of regret:

33 Crescent Street
Rockport, Indiana
May 24, 1949

Dear Mitzi,

You know that I sometimes work at the hunch counter in the bus station when Ruth or one of the other regular girls is sick. And the money comes in handy, too, especially this time of the year when I need new summer clothes and money to go to camp. Well, Mr. Willer he's the manager of the bus station just called up to ask if I could work this week end and I couldn't very well say no, so I am going to.

Darling, you know how sorry I am to miss your surprise birthday party for Chuck Hubbell on Saturday night. I wouldn't miss it for worlds if I could help it. Please give oceans of love to Aunt Ethel and Uncle Ed and thank them ever so much for asking me to spend a glorious week end with you. Maybe you'll ask me again soon. Have a wonderful time, dear, and I'll be thinking of you *every minute!*

With love,

Tilly

"I suppose I should have typed the note," Tilly said as she slipped it into an envelope. "Typing would be easier to read than my handwriting; but it's more personal to write a social note in long hand."

You're exactly right, Tilly, but it's also important to be able to read a social note or letter. Perhaps you should take more pains with your penmanship. Anyone can write legibly. Also, if you type well, it would be okay to type the kind of social note you just wrote. More and more people are typing some of their social notes.

You also need help with note writing.



Merrilyn in Business Education World

"Have a good time at the dude ranch?"



Let's check your letter against the four rules for note writing:

1. *Be brief.* Get to the point of your note immediately. In your first sentence tell your cousin that you'll be unable to spend the week end with her. Then, in a separate paragraph, give a brief explanation of why you can't come.

2. *Be sincere.* In a last paragraph, express your regrets, but be sincere about it. Avoid such sentences as *Darling, you know how much I long to be with you and the gang and it will be a dull, dull week end for me.* After all, you have your choice and you prefer to work and earn some money rather than go away for the week end. Nor will the week end really be so dull; you enjoy waiting on the customers at the lunch counter.

3. *Be personal.* Avoid the telegraphic or business type of message such as *I regret that I will be unable to spend the week end with you since I have to work.* (Tilly didn't make this mistake.)

4. *Be correct.* Check your note to be sure that you used correct spelling, grammar, sentence structure, and punctuation. Is it good English to say *Mr. Willer he's the manager . . .*? You also have sentence trouble. Break some of those longer sentences up into smaller, more understandable sentences.

How's this for an improved version of Tilly's note of regret?

33 Crescent Street
Rockport, Indiana
May 24, 1949

Dear Mitzi,

Unfortunately I'll be unable to spend this week end with you as we had planned.

I have an opportunity to work in Ruth's place Saturday at the lunch counter in the bus depot. You know how handy "folding money" is—especially at this time of the year.

Please express my regrets to Aunt Ethel and Uncle Ed. I'll be thinking of you on Saturday night when you give your surprise birthday party for Chuck Hubbell. Do write soon and give me all the details.

With love,

Tilly

Good Old Summertime

Bud Harris is really excited. There are only three more days of school and then he'll take the train to Gallup, New Mexico, to spend the summer on his grandfather's ranch.

"I'd better drop Grandfather a note and tell him to meet me at the station," Bud comments to his mother.

Here's Bud's note:

1701 Arbor Road
Washington, D. C.
May 24, 1949

Dear Grandfather,

Yippee, school's almost out and then I can take the train for New Mexico. Mother says that I can leave on next Thursday or Friday. She is packing my suitcase already and there are just a few more things to buy. Be sure to meet me at the station. Are you really going to give me a horse of my own this summer as you promised? See you soon.

Your grandson,

Bud

Whoa, Bud! You have a little lassoing to do before you board the Iron Horse for New Mexico.

What do we mean by "lassoing"? We mean that you need to round up some facts. For instance, exactly when will your train arrive in Gallup? You must decide which train you're going to take; then "Information" (at the depot) can tell you when your train will arrive in Gallup. Your grandfather will need this information if he is to meet you; and be sure to give your arrival time in Mountain Time and not Eastern Standard (or Daylight) Time.

You need to "curry comb" your manners, too. Don't order your grandfather to meet you. This is better: *If it's convenient for you, will you please meet my train?*

Don't bother to ask about the horse. Your grandfather won't have time to answer that question, anyway, before you arrive in Gallup.

Round-up Time

Let's help Bud rewrite his note to his grandfather. Start with the exact time of the train's arrival in Gallup and, if possible, give the name or number of the train. Then ask Grandfather to meet you if possible. Conclude by saying how happy you are about going to the ranch for the summer.

• • •

There's still time to send in your letters for the "Letter Perfect" contest announced in our April 20 issue on page 10. Many of you who have been near-winners in previous contests have really a first-rate chance now to put your school "on the map." The field's wide open. Send in your letter today or tomorrow!



Test Your READING SKILL

BUD—the leading character in “A Ruined Record” (page 19)—was mighty proud of being the one newsboy who had caused no complaints for two full months. This pride was an important reason for his behavior in the story.

But, as we know, people usually have more than one reason for behaving as they do. Bud was no exception. He was moved by other motives too, and since all of them didn’t “jive,” he had to face a conflict within himself.

In each question check whichever answers complete the statement properly. More than one answer is correct in each case.

1. When Bud first heard about the burglar, he decided that Jake was guilty because: (a) he had once seen Jake steal a bicycle; (b) he considered Jake a “bad boy”; (c) Jake sarcastical-

ly laughed off the possibility of any of the delivery boys being a burglar; (d) he secretly hoped that Jake was guilty and would be caught so he himself could take over Jake’s place as ring-leader.

2. Bud’s feelings towards Jake included: (a) grudging admiration; (b) fear; (c) dislike; (d) great respect.

3. When Bud saw the police car outside the apartment house, his reaction was to want: (a) to steer the police away; (b) to help the police catch Jake; (c) to give himself up in Jake’s place; (d) to save Jake and be his friend.

4. We know that in appearance Jake: (a) had closely cropped black hair; (b) had shifty eyes; (c) was of average height; (d) was big and muscular.

5. Bud’s reasons for crying when he

heard the policeman’s explanation were probably that: (a) he was relieved that Jake was not the burglar; (b) he was disappointed that Jake was not going to be arrested; (c) he was unhappy because he’d broken his perfect record for delivering papers; (d) he had been badly upset by the incident.

If you’ve read “Learn to Think Straight” (page 10) you probably remember this statement: *To think for yourself, you must start with accurate facts.*

These discussion questions, based on “A Ruined Record,” should be useful exercises in straight thinking.

1. Was Bud thinking straight when he decided that Jake was the burglar? (Can you give specific reasons for your opinion?)

2. If Bud had once seen Jake steal something, would he have been justified in deciding that Jake was the burglar in this case?

3. If Bud was suspicious of Jake, but had no definite proof, should he have told the police of his suspicions?

Answers in Teacher Edition



TIPS ON READING

An epicure, dining at Crewe,
Found quite a large mouse in his stew.
Said the waiter, “Don’t shout,
And wave it about,
Or the rest will be wanting one, too!”

That’s a limerick, of course. The limerick is such a well-known form of poetry that you’d probably recognize it even if you hadn’t studied those we ran last week (“You Wrote It!” and “Test Your Reading Skill,” May 18).

But you’re missing a treat if the limerick is the only kind of humorous verse you’ve sampled. Did you know, for instance, that there are many waggish poets who gently poke fun at their more serious comrades? They write poems called *parodies*, which are comic imitations of other poems.

Do you know these high-minded lines: *How doth the little busy bee improve each shining hour?* Then you’ll enjoy Lewis Carroll’s parody:

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in
With gently smiling jaws!

Don’t make the mistake of thinking that you can whip through light verse simply because it is light and humorous. True, it reads easily; but unless you keep your mind on it, you’re going to miss much of the humor.

Puns contribute a good many chuckles to light verse—and you need a wide-awake mind to catch them. You wouldn’t like to miss the wit in these lines by Sir Arthur Quiller-Couch:

The lion is the beast to fight:
He leaps along the plain,
And if you run with all your might,
He runs with all his mane.

Another clever pun lies in this verse by William Erskine:

This house where once a lawyer dwelt
Is now a smith’s. Alas!
How rapidly the iron age
Succeeds the age of brass!

And here’s an amusing quip by W. E. Farbstain, entitled “Double Duty”:

Mothers who raise
A child by the book
Can, if sufficiently vexed,
Hasten results
By applying the book
As well as applying the text.

You’ll find more than laughs in light verse. These poets may dress up their thoughts with gay rhymes and jingling rhythm, but they have sound ideas to

offer if you’ll lend them your mind as well as your ear. Consider these lines by E. B. White:

I marvel at the ways of God,
For time and time again
I see Him paint such lovely clouds
Above such awkward men.

And spend a few moments probing the truth in this contradictory poem by Robert Browning:

When a man’s busy, why, leisure
Strikes him as wonderful pleasure:
Faith, and at leisure once is he?
Straightway he wants to be busy.

You’ll also find much ironic truth hidden beneath the brightness of humorous verse. (*Irony*, you remember, is a writer’s trick of saying one thing when he actually means another.) A fine example is this poem by Ogden Nash—written before Pearl Harbor, by the way.

How courteous is the Japanese;
He always says, “Excuse it, please.”
He climbs into his neighbor’s garden,
And smiles, and says, “I beg your pardon”;
He bows and grins a friendly grin,
And calls his hungry family in;
He grins, and bows a friendly bow;
“So sorry, this my garden now.”

If you’d like to read more humorous verse, you’ll find your fill in these three books: *A Subtreasury of American Humor* (Coward-McCann, ’41); *The Pocket Book of Humorous Verse* (Pocket Books, ’46); *Just for Fun* (Lothrop, Lee & Shepard, ’48).



PRACTICE MAKES PERFECT



Vol. 6, No. 16, May 25, 1949

Name _____

Class _____

Watch Your Language!

Today we're going to sound off on the subject of "Boogie." We don't know how many of you are going to agree with us, but we're going to speak our minds. That's one of the most wonderful things about being an American—you can speak your mind.

Of course, you're perfectly free to talk back. That's another one of our cherished American privileges—the right to talk back. We hope you will, too.

While you're looking over our private (now public) thoughts on "Boogie," see if you can pick up some of the grammatical errors we've made along the way. (Yes, *deliberately!*) Correct them in the spaces below. One point for each. Total, 10.

I am an anti-Boogie man. I love music—all kinds. But I don't like Boogie because I don't think it's music. It's just a lot of rhythmical noise. It hits you in the spine—not in the heart.

I'll bet that if you was to ask the average fellow what he honestly thinks of Boogie, he'd tell you the same thing.

I know what you're thinking—that I was born in the Dark Ages. Let me assure you that neither I nor my friends is a relic of the past. We're still pretty young and chipper. We like the good things in life—but we don't think that Boogie is one of these good things.

There is many things wrong with Boogie. We've just mentioned a few. But one of the saddest effects of Boogie are the way it has changed the dancing habits of American youth.

I, together with many of my friends, are accustomed to seeing people dance in the old traditional way. I mean the waltz and the fox trot. But now that Boogie has come to us, each of these dances are becoming a lost art. Does this sound a bit old-fashioned? I think so. There is certainly both grace and beauty about these two dances that you don't find in the kind of gymnastics you have to perform if you want to get through a Boogie number.

If you've been brought up on a dance diet of Boogie, you'll see what I mean when you try your hand or leg at a waltz.

Between you and I, don't you think it's time we stopped to consider what Boogie music is doing to us? Can't we have beauty and rhythm in our lives without Boogie?

I don't mean that we should outlaw Boogie. This is still a free country. Those who wants Boogie should have it—and plenty of it. But can't the rest of us be a bit more intelligent about our pleasures?

We've gotten more serious about this than we intended to be. But we feel very strongly about Boogie—as you can see. At last, we've exploded on the subject. Now it's your turn. Let us hear from you. It may be that neither of us are absolutely right. It will be good to hear both points of view.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

My score _____

Correctly Speaking

Column A and Column B contain two different pronunciations of the word in Column 1. Only one of the two is correct. Underline the correct pronunciation. The accented part of the word is printed in capital letters: de FINE. One point for each. Total, 10.

Word	Column A	Column B
1. poem	PO em	pome
2. attacked	a TAKT	a TAKT ed
3. adversary	AD ver sa ry	ad VER sa ry
4. rinse	rintch	rins
5. coupon	KEW pon	KOO pon
6. municipal	mew ni SIP al	mew NIS i pal
7. alias	AY lee us	uh LIE us
8. condolence	CON doe lence	con DOE lence
9. genuine	JEN u ine	JEN u in
10. bouquet	boo KAY	bow KWET

My score _____

Are You Spellbound?

You can't say we've been too easy with you this semester. It's true we've tried to do the job with a smile; but we've given you something of a hard time. (The truth will out!) You've been very good sports and you've worked very hard—and no squawks either. At least we haven't heard any.

So we feel confident that you're going to do a very good job on this spelling test that's just a few lines away. It's a little different from most of those you've had. You'll notice that there are 20 groups of words. There's only one word in each group that's misspelled. If you spot all the twenty, you've actually done more than that. You've really spotted all 60. See? Well, anyhow—

A. In each of the following groups of three words, *one* is misspelled. Underline the misspelled word and spell it correctly in one of the spaces at the end of the quiz. One point for each. Total, 20.

- | | | |
|-----------------|--------------|------------|
| 1. villian | accidentally | accept |
| 2. accommodate | villiage | address |
| 3. sincerely | brake | amateur |
| 4. argument | embarassed | awkward |
| 5. benefitted | speech | lightning |
| 6. captain | truely | dessert |
| 7. paralell | dissatisfied | dining |
| 8. chocolate | commitee | conscience |
| 9. divide | eighth | excellant |
| 10. except | finaly | February |
| 11. humerous | foreign | grammar |
| 12. familiar | exhausted | goverment |
| 13. successfull | financial | freight |
| 14. parliament | occassion | niece |
| 15. psychology | recommmend | really |
| 16. propeller | heighth | loveliness |
| 17. marriage | occured | original |
| 18. seperate | surprise | ridiculous |
| 19. sandwich | tendency | rhytm |
| 20. predjudiced | sufficient | weird |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

My score _____

B. Underline the word in the following sentences that makes the sentence correct. One point for each. Total, 20.

1. The price of (meat, meet) has gone down.
2. Of (course, coarse), you won't be called on.
3. (Its, It's) high time we did something about this.
4. Is this (your, you're) hat or mine?
5. (Their, There, They're) are four of us left.
6. Do you think this is (fair, fare) treatment?
7. Don't (wait, weight) for me.
8. Is this (their, there, they're) house?
9. I don't know (whether, weather) I'll go or not.
10. The electric (current, currant) was shut off.
11. Buy some (stationary, stationery) when you are in town.
12. He has the (soul, sole) of an oyster.
13. Have you ever caught a (bear, bare) with your (bear, bare) hands?
14. My (dear, deer) boy, you are completely mistaken.
15. No children are (aloud, allowed).
16. That perfume has a lovely (scent, cent, sent).
17. If you take care of that cut, it should (heel, heal) in a few days.
18. (Wring, Ring) the bell and run as fast as you can.
19. Things are seldom what they (seam, seem).
20. I'm (threw, through) with you.

My score _____

Sign Language

Roll up your sleeves. Sharpen that pencil. Read each of these sentences carefully. Underline the words that *should* be capitalized. Underline the words that *shouldn't* be capitalized. In the space following the sentence, write these words correctly. Put capital letters where they should be. Use lower case (small letters to you) where you should use them. One point for each sentence. Total, 20.

1. The shawnee Indians were highly intelligent.

2. I'll meet you on monday at the hotel Brevoort.

3. The alumni of Abraham Lincoln high school met last Spring.

4. The Empire State building is the tallest in the world.

5. The man was taken to the Gates Memorial hospital.

6. I think you'll like the Fall Fashions better.

7. We'll be away for Labor day week end.

8. Good friday came late this year.

9. Riverside avenue is two blocks east.

10. My next trip will be to Yellowstone park.

11. The Atlantic charter is sure to go down as one of the memorable documents of history.

12. Every educated man should be familiar with the old and the new Testament.

13. In his pain, he called upon the almighty for help.

14. Do you know when the Spanish-American war was fought?

15. The book of Job is one of the most moving stories in the bible.

16. The Judge ruled that the defendants were guilty.

17. Did you say that uncle Mack would be here, too?

18. Mars and earth are part of the solar system.

19. I could tell by his speech that he came from the west.

20. The ship was heading due South.

My score _____

Surprise Endings

Look at these sentences with that good old "eagle eye" of yours. See if you can spot the plurals (words that mean more than one of anything) that are incorrectly spelled. Underline any misspelled plural and spell it correctly in the space following the sentence. If there are no errors in the sentence, mark it C. One point for each sentence. Total, 20.

1. John's studys are his main interest now.

2. Many calfs died in the snow storm.

3. The diver cut his life-line on the coral reeves.

4. The Eskimoes are an interesting people.

5. The attornies for the defense consulted for two hours.

6. Children don't play dominos much any more.

7. Most people can't see themselves as others see them.

8. Did you see those beautiful handkerchieves on sale?

9. The Negros have great musical talent.

10. Pianoes are rather expensive these days.

11. Jim ate both halves of the apple.

12. Radioes are now cheaper than television sets.

13. DDT reduced the menace of the mosquitos.

14. Full speed ahead! Damn the torpedos.

(Continued on page 16, column 1)

(Continued from page 15, column 2)

15. The woods were full of wolfs.

16. Potatos and tomatoes are cheap and healthful foods.

17. He was haunted by echos of the past.

18. Parton was surrounded by his enemys.

19. You open the door and the flys come in.

20. I bought those sombreroes for fifty cents each.

My score _____

My total score _____

Answers in Teacher Edition

Catch That Error!

That unlucky (?) April 13 issue is still with us. The following students have all called us "suckers"—and rightly so—for our misspelling of *such* as "suck": Annette Weinerman, Olney H.S., Philadelphia, Pa., Nesbert Travis, Putnam Valley (N.Y.) H.S., James Heiman, Akron (N.Y.) H.S., Ruth Joanne Cook, San Diego (Calif.) H.S., and Leona Apel, Chico (Calif.) H.S. Leona also caught us using the word "clay" when we meant *play* (in "Short Shots") of the same issue. GERALINE BARNES, ARMSTRONG H.S., RICHMOND, VA., asked where we dropped that missing "r" in "librarian." Are (did we get that one?) our faces red!

Backing up to the April 6 issue, Virginia Najera, San Diego (Calif.) H.S. caught us saying: "They're too *anxious* to have their own business . . ." when "Practice Makes Perfect" had taught her *not* to say "anxious" when she meant "eager." (P.E. staff please note!)

Also in the April 6 issue Artis Marsh of San Diego H.S. called us on our odd dentrifice, "tooth *power*," instead of *powder*.

In the April 27 issue Janice Hanson of Eau Claire (Wis.) Sr. H.S. found a quotation that had no beginning quotation mark.

Lee West, Dover (N.C.) H.S., and Robert McMeekin, Oakland (N.J.) Military Academy, both claim that we "short-changed" you on scoring "Shop Talk" in the April 27 issue. We said: "Count 2 points for each (of 10 sentences). Total, 10." Oops, our multiplication!

Okay. Tell you what we'll do to make up for that mistake. We'll give 20 extra points to anyone who makes a perfect score of 100 on the quizzes in this issue. That is, if your teacher approves. If she does, you'll make a *pluperfect* score of 120.

To one and all, a happy summer vacation! See you next fall—we hope.

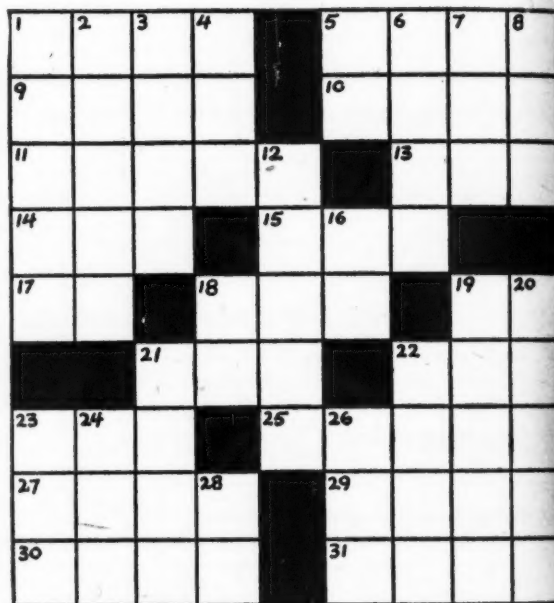
Good Ol' Summertime

Even if you're not exactly the "athletic type," summertime is sure to make you flex your muscles and dig out your tennis racket or fishing tackle.

To get you in trim for this sporting season, here's a puzzle that lines up the language you'll be using for the next few months. (Just for fun, we've also thrown in a few winter sports.)

Count three points for each of the 38 definitions. If you're a "good sport," you might hit the jackpot with a total score of 114.

The answers are in the Teacher Edition.



ACROSS

1. What fish "go for"—you hope!
5. Israeli representative to the United Nations.
9. To do this—via auto or horse—is a good sport.
10. A contest of speed.
11. You bowl on an ____.
13. A ball that is interfered with (tennis).
14. This opens a door.
15. "____ for one, one for ____."
17. One who edits (abbrev.).
18. Picasso's work is an example of modern ____.
19. Science degree (abbrev.).
21. Pass catcher (football).
22. A field and track man can ____ a shot.
23. In the pitcher's ____.
25. "What's the ____?"
27. Barren and dry.
29. Large bone in forearm.
30. ____-a-____: a private conversation (French).
31. A small grove or wood (poetic).

DOWN

1. In bobsledding or biking you must have a ____.
2. Was sick.
3. Lazily.
4. Tiny wooden cup (golf).
5. Suffix used for comparative form of adjective.
6. Hit this with 23 Down.
7. A star athlete is an ____.
8. In tennis, a ____ ball on a serve is discounted.
12. Ten ____ in a football game make a "first down."
16. Left tackle (abbrev.).
18. Article.
19. Robert ____, Scottish poet.
20. Choice cut of meat.
21. After the game, walk—do not run—to the ____.
22. ____ is played on ponies.
23. This must strike 6 Down.
24. Metallic rock.
26. Any member of the Chicago National League team.
28. Prefix meaning "away."

My score _____

May 25
17

Quill and Scroll Journalism Awards



BARRY BINGHAM
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Louisville
Courier-Journal



EARL J. JOHNSON
General News Manager
United Press



STANLEY FRANK
Sports Writer
New York Post



DE WITT REDDICK
Professor of Journalism
University of Texas



RALPH E. MCGILL
Editor
The Atlanta
Constitution



FREDERICK S. SIEBERT
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Journalism, University
of Illinois



PAUL R. MICKELSON
News Editor
Associated Press



BARRY FARIS
Editor in Chief
International News
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GEOFFREY PARSONS
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Professor of Journalism
Syracuse University



RAY SPRIGLE
Pittsburgh Post-Gazette
Pittsburgh, Pa.



SIDNEY SKOLSKY
Columnist
New York Post



ROBERT B. CONSIDINE
Columnist
King Features Syndicate

SCHOLASTIC WRITING AWARDS take pride in cooperating for the fifteenth consecutive year with Quill and Scroll Society, the national honorary society for high school journalists, in sponsoring the Journalism Division. Through this organization, students of journalism and members of high school publication staffs throughout the nation have received stimulus and recognition.

Edward J. Nell, professor of journalism in Medill School of Journalism, Northwestern University, and executive secretary of Quill and Scroll, supervises the preliminary reading and selection of thousands of entries in the six classifications for journalism: News Story, Feature Story, Editorial, Sports Writing, Interview, and Column. The rules require that the entries must have been published in school papers, clipped, and mounted. The finalists are then returned to the Scholastic Awards office for photostating. These copies are sent to the panels of distinguished journalists pictured on this page for final judging.

Top prize-winners for 1949 in each classification are listed on page 25. First prize winners in news story, feature story, and editorial receive a Royal Portable Typewriter. Other winners receive cash awards. In addition, Quill and Scroll awards a "State Winner" certificate to the piece selected as best in each state for each classification. These and honorable mention winners will receive their certificates through their high school principals. First prize entries in each classification will be published in the May issue of *Quill and Scroll Magazine*.



ELEANOR BIERLY

International Letter Award

By Eleanor Bierly, 18

Union Endicott High School, Endicott, N. Y.

Teacher, Betty E. Wyke

FIRST PRIZE

● The International Letter Writing Award is sponsored by the Kellogg Company, manufacturers of breakfast cereals. The entries were judged by Dr. John W. Studebaker, Chairman of the Editorial Board of Scholastic Magazines; Kenneth M. Gould, Editor-in-Chief; and Miss Ada Grillo, Teachers College, Columbia University.

In this prize-winning letter, Eleanor Bierly tells of her life in Endicott, N. Y., for the benefit of her friend, Karin Anderson of Oslo, Norway. Eleanor spent six weeks in Norway last year as a representative of her school, when she was Karin's guest and attended her school in Oslo.

DEAR KARIN,

Your letters have been arriving and are so full of interesting information that I hardly know where to begin to answer you.

First of all, you must tell all my previous fellow classmates at Fagerborg Skole that I appreciate their thoughtfulness in sending me Christmas greetings, and I sincerely hope they have received all of my cards and letters by now.

Every day since my arrival home I've received at least a card from either you or one of my other Norwegian friends. Naturally, I hope our correspondence won't be broken, because being with you and sharing family life with you was an experience I shall never forget. Your letters have been so picturesque and *scintillating* (the new word for you to learn for this time) that I've been able to follow along with you and your classmates in your everyday activities. I bet Oslo, as well as the mountains, is covered with snow now. I went skiing two weeks ago and had a wonderful time. It was the first time this year for me, and the white powdery coat of snow was perfect on top of a nice solid base of heavier snow. Perfect ski snow. I was a bit lame (muscles sore) the next day, but it was worth it because I had such a good time. The weather has been very strange here in America this last week. In California and other western states, where you never hear of much

snow, there was a big snow storm and the temperature dropped down below the freezing point, which is 32° on a Fahrenheit thermometer. Here in the East it has been just like spring, very mild and warm. However, this probably will not last, at least we hope not, because the sudden change has affected the fruit growers (orange and grapefruit) in the West and they are going to suffer large losses on their harvests.

I hope the "big fog" has left Norway now. I'm anxious to know whether the fishermen in the North did go on strike. I hope not, because it certainly would be hard for you.

My Christmas season was a lovely one and I hope yours was happy too. As I told you before, I worked as a clerk in Fanny Farmer's candy store for the week and a half vacation that we had. This national candy firm has stores in many of the cities throughout America, just like Freyers in Norway. On Christmas Eve, December 24, I went to church to attend a very beautiful service. There were two choirs that sang Christmas music. One was made up of little children, both boys and girls, who wore long black choir robes with white surplices with white collars. They all carried lighted candles and formed a procession to the front of the church to the front altar, which was *decked* (another new vocabulary word) with red poinsettias (poin-set'i-a) which are plants on which tiny green flowers are surrounded by large, bright red leaves and are used for decorating usually around Christmas time. Notice that I marked the pronunciation for you. If you cannot find it in your dictionary, take it to Mr. Becker and he will explain it to you. Before this service was over, we all lighted the candles which had been given to us and sang "Joy to the World" and "O Little Town of Bethlehem." After church I came home and went straight to bed because I wanted to get up early the next morning to see what Santa Claus had brought me. Santa in America is the same wonderful mythical character that he is in Norway as "julenissen," as far as I could find. I hope he brought you many nice things.

Christmas day in my family was a

busy one. We went to my aunt and uncle's in a near-by city and had dinner with them. I also listened to the radio and heard Charles Dickens' beloved story, "The Christmas Carol." I'm very fond of this story and listen every Christmas time to the radio play taken from the book by the same title.

Christmas night I went to our school's annual Christmas Ball and it was a very nice dance. Who did you go with to your ball? I hope you had a nice time. Ours was held in the school gymnasium which was decorated with little Christmas trees in the windows and the names of American universities fastened on the wall. The school dance band played and there was also a big bunch of mistletoe, which was all leaves at the end of the dance. As you probably know, if a girl is standing beneath the mistletoe a boy may kiss her and then pluck a berry from the bunch. With about 200 people there, one bunch of mistletoe didn't last very long.

Karin, how is everyone? I bet you go up to Frognerstern every day after school and ski. I think of all of you so much.

I hope you have heard the song "Buttons and Bows." It has been on top of the "Hit Parade" for quite some time. Does Papa Anderson still like the "Too Fat Polka"? If the boys hear our new type of jazz called Be Bop, I'm sure they will like it. It's a discordant jazz with the accent more on the up beat than the down beat and it's real loud and fast. New Year's Eve I went to a dance and heard Dizzy Gillespie, the introducer and "king" of Be Bop, play with his all-Negro band that's really "hot."

I've tried to use a little slang and some English words to help your vocabulary as I promised to do. Your Norwegian lessons are helping me as far as reading the words, but I'm afraid my pronunciation is quite bad.

Again I thank you and your friends who have done so much for me. I can never thank you enough because through your eyes and pen I've seen the Norway of tomorrow and your love for America. I'm sure it will be a strong Norway, Karin, because it will be made of self-sufficient and able Norwegians, like you and my Fagerborg Skole friends. My best wishes always to you, my Norwegian sister and my "mor og far en Norge."

Love,

ELEANOR

May 25

SECOND PRIZE SHORT STORY



A Ruined Record

BY ROBERT CLEMONS, 18

Lamar Senior High School, Houston, Texas

Teacher, Margaret Buchanan

I NODDED my head, but the dull, scratching noise continued. Finally I heard more audibly a loud, rasping whisper, "Buddy, wake up! It's three-thirty!"

This time I raised up on my elbow. It was Danny at my window and I knew my alarm clock had failed to go off again.

"Okay, okay," I mumbled. "I'll be right out."

Then slipping quietly out of bed trying not to waken my brother who slept at my side, I climbed sleepily into my gym shorts and stumbled outside. It was a beautiful morning, quiet and

dark, with warm clear air; but there was no time for weather observations. Instead, I hurried to the garage and walked my bicycle down the driveway. The shells beneath my feet made a loud crunching sound which announced my arrival to Danny, who was waiting in front of his bike.

At first we didn't say anything. Then, as we got to the corner of the block, I panted, "I sure am sorry I didn't wake up. Mr. Welsh is gonna be mad. But maybe the papers are late this morning."

Danny only nodded; he was a little angry because I had made him late

again, but he wouldn't have said anything because we'd agreed to wake each other if something went wrong with one of our clocks. Besides, he knew he could reveal his disgust without uttering a sound.

The morning papers usually arrived on the corner of Shepherd and Alabama about three-thirty, and all the paper boys were supposed to be there to catch their bundles as they were thrown off the truck. Also, they were to receive the complaints that Mr. Welsh (the route manager) brought. Each complaint that a dissatisfied customer turned in cost us twenty-five cents. At

this time I held the record of two months with no complaints.

About two blocks later we came within sight of our destination. The papers had unfortunately already arrived, and the other boys were folding theirs silently under the big neon "Walgreen" sign. As we came closer, we could hear muffled laughter which meant that Jake had probably told another dirty joke.

Coming to a halt, I hopped off my bike and kicked my kick-stand down. After giving the usual nods and "hellos," I walked over and picked up my bundle, going to the spot considered mine for folding. While cutting the rope around my papers, I heard Jake saying to Danny, "You should a' been here. Mr. Welsh brought a copper with 'im. Says there's a burglar on the loose, and he told us to be on the lookout. You should a' seen 'im lookin' us all over, so's he'd know us, he said. As if any of us was a prowler!"

With this he gave a loud laugh, dripping with sarcasm.

I shuddered as I began folding my papers. I had always disliked Jake; he was what I considered a "bad boy." He smoked and cussed, and now it was evident that he also stole. But I was scared of him, too, and I would never betray him because I longed to look and even be like him! He was big and burly, and although he wasn't tall, he was strong and muscular, and much older than I—perhaps seventeen. Looking down at my long skinny arms, I felt that if I were a paper boy for five more years, I would look just like Jake.

I glanced over his way; he was standing up now, filling his saddle bags with papers. He always seemed to beat us all in folding, but this morning he was through before I began. I hoped the police would catch him so that I could take his place as ringleader. But my reign, I feared, would be short-lived because of my high soprano voice and my shortcomings as a joke teller.

Thirty minutes passed; everyone else on the corner was through folding. Danny was just finishing packing his saddle bags, and as he rode off, he called back, "Watch out for the robber, Bud. Better carry your monkey wrench when you do the apartments."

I laughed and thought how silly Danny was, for he didn't even seem to sense that it was Jake that they were looking for.

All alone, I sat there folding my last few papers and staring at the sidewalk. First it was red, then green, then both colors. I hated to fold there under the sign; it always made me dizzy. But now I was through and had only to pack my saddle bags and deliver . . .

Pop. . . . Swish. . . . Thud. . . . Each paper made a different sound as it

About the Author



When notified that he had won a major prize in the short story division of Scholastic Writing Awards, Robert Clemons said that he was never so completely surprised and pleased in his life! No doubt that state-

ment is an indication of his modesty because, judging by his school record, Robert is a student whose abilities are recognized by his fellow students. He is senior class president at Lamar H.S. and editor of the *Orenda*, the school yearbook.

Robert says that, in addition to writing, his main interests are photography, fishing, all types of music, and people.

(See list of other winners in Scholastic Writing Awards, beginning on page 22. The first prize short story is printed in the May issue of *Literary Cavalcade*.)

landed—some on the porches, some on the grass, and others in the bushes. Riding along, pressing my slight weight first on one pedal, then the other, I was no longer in a hurry and began to think how beautiful it was so early in the morning. Poor everyday people! Most of them never witnessed this time of a day; yet it was to me the most important and wonderful of times. I couldn't imagine a morning like this having anything in it but beauty. . . .

It was now around four-fifteen; still it was very dark, and the air was beginning to get a little cooler as dawn slowly approached. I soon came to the last part of my route, the part of it that I always dreaded: the Monarch Apartments. At the end of the block where they stood, I got off my bike carefully and put the kick-stand down. It made a strident screech that seemed to go echoing through the darkness. The great silence that had prevailed seemed to grab the screech and muffle it, for immediately all was deathly quiet and silent again.

I reached down into the bags and came out with my last six papers before starting to walk across the lawn of the first apartment unit. Three of the six papers had to be delivered to upstairs apartments. I knew I must be extremely quiet and not throw them up, but tiptoe to the top of the stairs and lay them down, for I was trying hard to maintain my "no complaint" record.

The first apartment unit was delivered and then the second. I now stepped to the door of the third, where I was to leave my last two papers—one downstairs and one upstairs. I opened the screen door slowly and stepped within its dark interior; the only light

was a beam that shone across the floor from the street light outside. I laid the first paper down there in this beam of light, and as I straightened up to start for the stairs, my heart stopped. My eyes fell upon the cuff of a pants' leg in the shadows of the staircase. My first inclination was to scream out, but I didn't want Jake to know that I was such a sissy. Instead, I climbed the stairs weakly, not knowing what to do.

The only thing to do, I thought, was to go on about my business and act as if I had never seen him in the corner. Reaching the top of the stairs, I happened to glance out the hall window. I stood frozen with fear, for below a police car silently slid to a stop. Any idea of being Jake's successor suddenly vanished and I felt compelled to save him. I knew immediately that I must hurry and keep the police from coming into the apartment. If I could steer them away, maybe I would save Jake and be his friend forever.

As I descended the steps, each one seemed to creak and announce my arrival. Slipping to the bottom safely, I glanced to my right. There was a brighter light in the hall this time, coming from the outside, and I could see the burglar's face. I stepped safely out the door, but as I stood there on the porch, a blinding spotlight was in my eyes, and two policemen suddenly grabbed me. One said, "We got him now!"

My heart sank. Each time I tried to speak, another policeman would interrupt. "You're mighty young to be up to this sort of trick." Then, turning to another one he asked, "He's not one of them paper boys, is he?"

The man was shaking his head, "Naw, this is the feller we're looking for. Let's go!"

As the car started off, I finally began talking frantically, "Stop, you're making a mistake! He's back in the aptm—"

"Calm down," interrupted one of the men. "You've just helped us capture our man." I only looked puzzled. "You see," he continued, "that burglar back there in the apartment thinks we caught you for him, and he will slip out of there as soon as he thinks that we're out of sight; then the boys that we left back there surrounding the place will catch him without causing any disturbance."

I fondled the paper that was still in my hands and began crying softly. I didn't know why I was crying; maybe it was because I was happy and relieved that the face in the hall had not been Jake's. Maybe it was because I knew I would get a complaint the next day for not delivering my last paper. Anyway, as I mounted my bike again and rode off into the darkness, I was still sobbing quietly.

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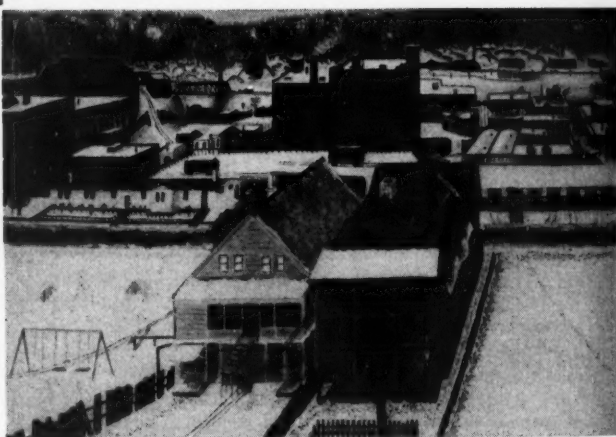
Ingersoll

salutes
young American
art winners...



HOWARD ELLSWORTH of Erie, Pennsylvania, won one of the \$100 Ingersoll Art Awards with this street scene done in oils.

He attends Erie Technical High School and his teacher is Joseph M. Plancan.



GERALD MAJOR, age 17, of Elmhurst, Pennsylvania won one of the \$100 Ingersoll Art Awards with this oil painting.

He attends Scranton Technical High School and his teacher is Blanche Thomas.

Ingersoll

THE MOST FAMOUS NAME IN TIME

Congratulations to the winners—and thanks to all the talented young people who competed for the current Ingersoll art awards.

As one of the leading American manufacturers of watches and clocks, interested in living art, The United States Time Corporation feels its annual competition encourages the development of artistic endeavors. The high calibre of all the entries made the judging more difficult than ever and proves indeed that America's potential in ■■■ the field of fine and commercial art grows constantly greater.

U. S. Time is happy to add the 79 new names to its roster of prize winners. Good luck to you all. May this be but the first of many recognitions for your artistic achievements.



DONALD PRYOR of Wichita, Kansas won one of the \$100 Ingersoll Art Awards with a water color of a baseball game.

He attends Wichita High School North and his teacher is Margie Goodwin.

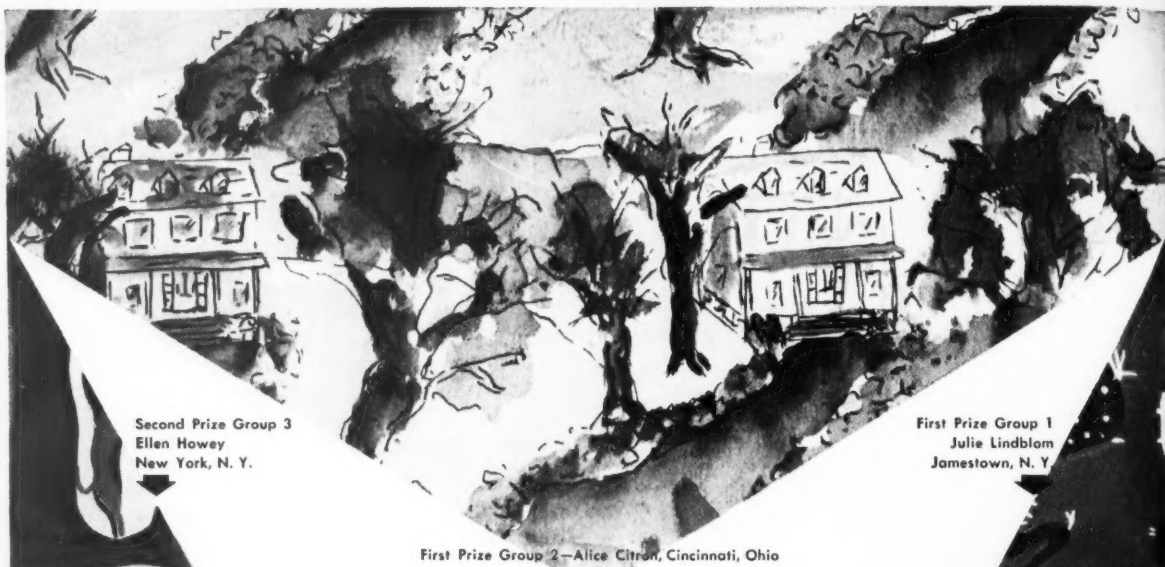


McIVER JACKSON of Pittsburgh, Pennsylvania won one of the \$100 Ingersoll Art Awards with this water color.

He attends Westinghouse High School and his teacher is Grace A. Johns.



THE UNITED STATES TIME CORPORATION • INTERNATIONAL BLDG., ROCKEFELLER CENTER • NEW YORK 20, N. Y.



Second Prize Group 3
Ellen Howey
New York, N. Y.

First Prize Group 1
Julie Lindblom
Jamestown, N. Y.

First Prize Group 2—Alice Citron, Cincinnati, Ohio

SALUTE TO OUR DRESS-FABRIC DESIGN WINNERS
in the 1949 Scholastic Art Awards

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thousands of students who competed enthusiastically...
they've inspired a new group of AMER-MILL fabrics!

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REGIONAL

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Scholastic Art Awards

CLIMAX of the Scholastic Art Awards is the National High School Art Exhibition held in May at Carnegie Institute, Pittsburgh. Juries of distinguished artists chose the 1,300 best pieces of student art work from among the thousands of entries adjudged best in 41 regional exhibitions throughout the U. S.

Art work on this page represents prize-winners in five of the major Art Division awards. Pictures of the judges and of prize-winning pieces in other divisions appear elsewhere in *Senior Scholastic*, *Literary Cavalcade*, and *Junior Scholastic*.



INGERSOLL AWARD, \$100, Group II, Water Color, by Judith Karno, 16, Hyde Park H. S., Chicago, Ill. First shown at State Street Council Regionals.



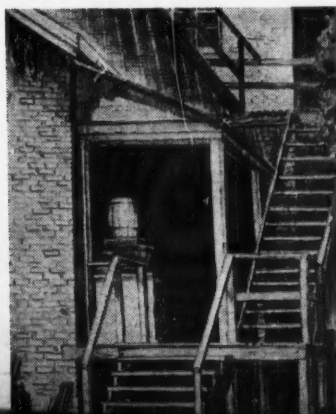
THIRD PRIZE, \$10, Group III, Lettering, by Enex Rossi, 18, Prospect Heights H. S., Brooklyn, N. Y. (C. Howard Hunt Pen Co., sponsor.) First shown at Abraham & Straus Regional.



SECOND PRIZE, \$15, Group II, Colored Ink, by Eli Romero, 18, Wichita (Kansas) H. S. North. (Higgins Ink Co., sponsor.) First shown at Hinkel's Regional.



SECOND PRIZE, \$15, Group III, Pencil, by John Markovich, 17, Cass Tech. H. S., Detroit. (American Lead Pencil Co., sponsor.) First shown at Crowley's Regional.



HONORABLE MENTION, Group II, Pastel, by Stevan Kissel, 16, William Howard Taft H. S., New York, N. Y. (American Crayon Co., sponsor.) First shown at Sachs Stores Regional.

Prize Winners in the Senior Writing Division

SHORT STORY

FIRST PRIZE: \$50

MARLENE BAMERT, West Side H.S., Newark, N. J. Teacher, William D. Herron.

SECOND PRIZE: \$25

ROBERT CLEMONS, 18, Lamar Sr. H.S., Houston, Tex. Teacher, Margaret Buchanan.

THIRD PRIZE: \$15

JOSEPHINE CRAWFORD, Roxbury Twp. H.S., Succasunna, N. J. Teacher, Mrs. Mae S. Call.

FOURTH PRIZES: Waterman Pen

Don Barthelme, 17, Lamar Sr. H.S., Houston, Tex. Teacher, Margaret Buchanan.
Gloria K. Chomiak, 16, Wilmington (Del.) H.S. Teacher, Helen P. Metaxas.
Alan Joseph Goldman, 17, Lincoln H.S., Brooklyn, N. Y. Teacher, M. Nurnberg.
Gloria A. Mathews, 18, West Seattle H.S., Seattle, Wash. Teacher, Belle McKenzie.
John McClellan, 17, Burlingame (Calif.) H.S., Teacher, Fern Harvey.
Jane Rowley, 16, Central H.S., Tulsa, Okla. Teacher, Anna K. Crotchett.
Louise Ruehl, H. B. Whitehorn H.S., Verona, N. J. Teacher, Jean B. Miller.
Florence Saltzman, 16, J. M. Atherton H.S., Louisville, Ky. Teacher, Dorcas D. Ray.
Joan R. Walter, 17, Horace Greeley H.S., Chappaqua, N. Y. Teacher, Sylvia M. Kurson.
Marilyn Ward, Bloomfield (N. J.) Sr. H.S., Teacher, Irene F. Brummerstedt.

HONORABLE MENTION

Marianne Dila, 16, Highland Park (Mich.) H.S. Teacher, Elizabeth Ann Hunt.
Evelyn Dravecky, 17, Sacred Heart H.S., Pittsburgh, Pa. Teacher, Sister M. Eugene.
Bill Faulk, Natrona County H.S., Casper, Wyo. Teacher, Ruth Pettigrew.
Nelly Garcelon, Holy Family Academy, Bayonne, N. J. Teacher, Sr. Agnes Perpetua.
Clarence Hogans, High School of Science, Bronx, N. Y. Teacher, Rachel Povereny.
Ann Mathews, 17, Evanston (Ill.) Twp. H.S. Teacher, Mary Taft.
James Nedley, 16, Bay County H.S., Panama City, Fla. Teacher, Miss E. Penton.
Don Peterson, 17, Nazareth (Pa.) Sr. H.S. Teacher, Elizabeth Sloat.
Rez Schmidt, 17, Lincoln H.S., Seattle, Wash. Teacher, Ann E. Graves.
Rita Waterman, 17, Deer Isle (Me.) H.S. Teacher, Mrs. Matheson.

POETRY

FIRST PRIZE: \$50

BARBARA MURRAY HOLLAND, 15, Wil-son H.S., Washington, D. C. Teacher, Mrs. Randolph.

SECOND PRIZE: \$25

ELISSA ISAACSON, 17, H.S. of Music & Art, N. Y., N. Y. Teacher, Herzl Fife.

THIRD PRIZE: \$15

ROBERT KWIT, 16, H.S. of Science, Bronx, N. Y. Teacher, Rachel Povereny.

FOURTH PRIZES: Waterman Pen

Mary Ellen Berneski, 16, Latrobe (Pa.) H.S. Teacher, Mabel Lindner.
Steven Gilbert, 16, H.S. of Music & Art, N. Y., N. Y. Teacher, Herzl Fife.
Laura Hourtienne, 17, Mt. Clemens (Mich.) H.S. Teacher, Mary Rogers.
Yoshio Kishi, 16, H.S. of Science, Bronx, N. Y. Teacher, Mr. Glicksman.
James M. Reinertson, 16, Modesto (Calif.) H.S. Teacher, Will C. Jumper.
Helen Rowe, West Seattle H.S., Seattle, Wash. Teacher, Belle McKenzie.
Josephine Spivack, 17, West Philadelphia H.S., Philadelphia, Pa. Teacher, G. Melville.
Irvin C. Swan, 18, Wilbur Wright H.S., Dayton, Ohio. Teacher, Rose Burckhardt.
William Weinhaus, Jr., 17, Brentwood H.S., Pittsburgh, Pa. Teacher, Mrs. Appel.
Phillip Zeidenberg, 16, Lincoln H.S., Brooklyn, N. Y. Teacher, Mr. S. Lapedoes.

HONORABLE MENTION

Joan C. Bell, 18, West Seattle H.S., Seattle, Wash. Teacher, Belle McKenzie.
Dick Carpenter, 17, Grant H.S., Portland, Ore. Teacher, Lydia Anderson.
Maryl Cutting, 16, Newton (Mass.) H.S. Teacher, Trumbull Simmons.
Libbie Deverich, 17, Mamaroneck (N. Y.) H.S. Teacher, Alicia H. Andrews.
Joe Fiorica, 17, Manual Arts H.S., Los Angeles, Calif. Teacher, G. J. Walterhouse.
Lynn Rodgers Flickinger, 17, Kingswood School, Cranbrook, Bloomfield Hills, Mich. Teacher, Elizabeth Bennett.
James Hall, 15, Gladewater (Tex.) H.S. Teacher, C. W. Dawson.
Carol Lippit, 16, Midwood H.S., Brooklyn, N. Y. Teacher, Mrs. Risikoff.
Audrey Ruth Tice, 16, West Senior H.S., Rockford, Ill. Teacher, Mrs. Vincent.
Jane Williams, The Kimberley School, Montclair, N. J. Teacher, Linda Holloway.

ESSAY

FIRST PRIZE: \$50

EVE KENNEDY, 17, St. Joseph Academy, Des Moines, Ia. Teacher, Sr. Mary Athanasius.

SECOND PRIZE: \$25

JOSEPH PACHECO, 18, Seward Park H.S., N. Y., N. Y. Teacher, Juliette Klingler.

THIRD PRIZE: \$15

SUE RIVENBURGH, 16, Windsor (Conn.) H.S. Teacher, Mrs. Dike.

FOURTH PRIZES: Waterman Pen

Mary Ellen Berneski, 17, Latrobe (Pa.) H.S. Teacher, Mabel Lindner.
Thalia Giota Grieme, 17, Horace Greeley H.S., Chappaqua, N. Y. Teacher, S. Kurson.
Jerry Kuehl, 17, Shorewood H.S., Milwaukee, Wis. Teacher, Bertha White.
Verna Landon, 17, Windham H.S., Wil-lingham, Conn. Teacher, Mrs. Mahoney.
Gloria A. Mathews, 18, West Seattle H.S., Seattle, Wash. Teacher, Belle McKenzie.
Lorraine C. Peck, 17, Horace Greeley H.S., Chappaqua, N. Y. Teacher, Sylvia Kurson.
Kerry Philleo, 16, Covina (Calif.) Union H.S. Teacher, Charline Mock.
Frank W. Sanford, The Peddie School, Hightstown, N. J. Teacher, Carl Griger.
Ann Silberstein, 17, Irondequoit H.S., Rochester, N. Y. Teacher, Mrs. Reichel.
Merlyn Talney, 17, U.S. Grant H.S., Portland, Ore. Teacher, Lydia L. Anderson.

HONORABLE MENTION

Joan C. Bell, 18, West Seattle H.S., Seattle, Wash. Teacher, Belle McKenzie.
Susan Van Eps, Plainfield (N. J.) H.S. Teacher, Olga Achtenhagen.
Jack Eugene Forbes, 17, Shortridge H.S., Indianapolis, Ind. Teacher, Mrs. Hayden.
Janet Hill, 17, Chester (W. Va.) H.S. Teacher, Sara Thomas.
Dorothea Koerner, 17, Jr.-Sr. H.S., Charles City, Ia. Teacher, Leona Smiley.
Marcella Mary Linehan, 16, Sr. H.S., Du-buque, Ia. Teacher, Anna Gonner.
Michael David Lundy, 17, U.S. Grant H.S., Portland, Ore. Teacher, Lydia Ander-son.
Abbott Richard Miller, 17, Brockton (Mass.) H.S. Teacher, Ruth Tufts Cosgrove.
Henry Dralle Onken, 17, University City (Mo.) Sr. H.S. Teacher, Mrs. Gottlieb.
Don Stielow, 17, East Des Moines (Ia.) H.S. Teacher, Carol Snyder.

SHORT STORY JUDGES



Martha Foley edits short story anthology, teaches story writing.



Dorothy Canfield Fisher, novelist, judge, Book-of-the-Month Club.



Herschel Brickell edits an annual anthology of short stories.



Jesse Stuart is poet, short story writer, novelist, ex-teacher.



Bernardine Klotz is associated with Book-of-the-Month Club.



Gladys Schmitt, novelist, is a former Writing Awards winner.

POETRY JUDGES



Frank Ernest Hill
wrote new book, *To Meet W. Shakespeare*.



Audrey Wurdemann,
poet, is wife of
Joseph Auslander.



Witter Bynner, poet,
playwright, Awards
judge for many years.



Louise Bogan, poet,
reviews poetry for *The New Yorker* magazine.

GENERAL ARTICLE

FIRST PRIZE: \$25

JOSEPH MORGENSTERN, Teaneck (N. J.) H.S. Teacher, William Moore.

SECOND PRIZE: \$15

KENNETH STEAD, 17, Bloom Twp. H.S., Chicago Heights, Ill. Teacher, F. Wallace.

THIRD PRIZE: \$10

BARBARA BRUCE STEVENS, 17, Horace Greeley H.S., Chappaqua, N. Y. Teacher, S. Kurson.

FOURTH PRIZES: \$5

Larry Lee Bothell, 16, Eaton (Colo.) H.S. Teacher, Mrs. Doris B. Robinson.

Stdney Isaac Gravitz, 16, Central H.S., Washington, D. C. Teacher, Bessie Whitford.

Robert F. Jenista, Jr., Montclair (N. J.) H.S. Teacher, Roland Barker.

Major L. Johnson, Jr., 17, Bulkeley H.S., Hartford, Conn. Teacher, Mrs. Fitzgerald.

William Donald Selner, 16, Union-Endicott H.S., Endicott, N. Y. Teacher, A. Alderson.

Ray Sleep, 17, Southeastern H.S., Detroit, Mich. Teacher, Mr. W. Bedell.

HONORABLE MENTION

Philip Anderson, 17, Calvin Coolidge H.S., Washington, D. C. Teacher, Maude M. Horne.

Doris Bergen, 17, Bucyrus (O.) H.S. Teacher, Ella Meek.

Pauline Cash, 18, Central H.S., Washington, D. C. Teacher, Bessie Whitford.

Andrew Dougan Christensen, 17, Point Loma H.S., San Diego, Calif. Teacher, A. Bess Clark.

Rita May Goodman, Academy of the Holy Angels, Fort Lee, N. J. Teacher, Sr. Mary Ellen, SSND.

Cyrus F. Horine, Jr., 18, Gilman Country School, Baltimore, Md. Teacher, Roy C. Barker.

Frederick W. Lafferty, 18, Gilman Country School, Baltimore, Md. Teacher, Roy C. Barker.

James Sears, 17, John Adams H.S., South Bend, Ind. Teacher, Mr. A. T. Krider.

Martin Turkel, 17, Anacostia H.S., Washington, D. C. Teacher, Mrs. Ingles.

Albert Yesk, 15, Great Neck (N. Y.) H.S. Teacher, Alice E. Chisholm.

SHORT SHORT STORY

FIRST PRIZE: \$30

MARILYN KEMP, 17, South Shore H.S., Chicago, Ill. Teacher, Mrs. Davison.

SECOND PRIZE: \$25

BILL FAULK, Natrona County H.S., Casper, Wyo. Teacher, Ruth Pettigrew.

THIRD PRIZE: \$15

VALERIE JANE SWIRZCKI, 18, Vincen-tian Institute, Albany, N. Y. Teacher, Sr. Carmel.

FOURTH PRIZES: \$5

June E. Boyd, Belleville (N. J.) H.S. Teacher, Carl Hensinger.

Richard Jackson, Jr., 17, St. Gertrude School, St. Clair Shores, Mich. Teacher, Sr. M. Bernita, SSJ.

Margaret L. Masson, 15, Rochester (Minn.) Sr. H.S. Teacher, Miss Gossman.

Judy McCormick, 17, Staples H.S., West-port, Conn. Teacher, Mrs. Aroniss.

Jacqueline Schiff, 16, Oak Park (Ill.) Twp. H.S. Teacher, Mildred Linden.

HONORABLE MENTION

Mary Ellen Berneski, 17, Latrobe (Pa.) H.S. Teacher, Mabel Lindner.

Carman Bloodow, 17, Middletown (O.) H.S. Teacher, Mabel E. Eldridge.

Robert A. Bloom, 16, Gilmour Academy, Gates Mills, O. Teacher, Bro. Ivo Regan.

Rosemarie Elaine Gaultita, 16 Bay View H.S., Milwaukee 7, Wis. Teacher, J. M. Lane.

Connie Gerlach, 17, Wauwatosa (Wis.) Sr. H.S. Teacher, S. Katherine Lehmann.

Jacqueline Larkin, 17, Wauwatosa (Wis.) Sr. H.S. Teacher, S. Katherine Lehmann.

Conrad Mason, 17, Edwin Denby H.S., Detroit, Mich. Teacher, Robert Freier.

Mary Ann Mayers, 15, Laurel School for Girls, Cleveland, O. Teacher, M. Wyant.

David Shultz, 17, Lower Merion Sr. H.S., Ardmore, Pa. Teacher, Mrs. Fowler.

Mary Lou Trierweiler, 17, Monroe H.S., St. Paul, Minn. Teacher, Muriel Korfhage.

LITERARY ARTICLE

FIRST PRIZE: \$25

GLEN EDWARD GRESHAM, 17, Highland Park, (Mich.) H.S. Teacher, Mary Jeffries.

SECOND PRIZE: \$15

FRANTS-TYGE ALBERT, The Lawrenceville (N. J.) School. Teacher, Mr. L. Perry, Jr.

THIRD PRIZE: \$10

JEAN HECHT, 17, Granby H.S., Norfolk, Va. Teacher, Cornelia Stahr.

FOURTH PRIZES: \$5

Mary Grayce Brice, 16, St. Luke H.S., Carnegie, Pa. Teacher, Sr. M. Rosalie.

Barney Corrigan, 15, Northwestern Military & Naval Academy, Walworth, Wis. Teacher, Burton Frye.

Joan Erler, 17, Granby H.S., Norfolk, Va. Teacher, Cornelia Stahr.

Diana Richey, 17, Holy Ghost H.S., Pittsburgh, Pa. Teacher, Sister M. Cheslava.

Ingeborg Williams, Regional H.S., Springfield, N. J. Teacher, Helen Crawford.

HONORABLE MENTION

Mary Catherine Balsarini, 16, St. Luke H.S., Carnegie, Pa. Teacher, Sr. M. Rosalie.

William R. Brashear, 16, Royal Oak (Mich.) H.S. Teacher, Ruth Cowen.

Martin Gold, Passaic (N. J.) Sr. H.S. Teacher, R. J. Esbey.

Suzanne Griswold, 17, Albany (N. Y.) Academy for Girls. Teacher, Ella R. Robinson.

Martin Hanna, 16, Cranbrook School, Bloomfield Hills, Mich. Teacher, C. G. Wonnberger.

Dolores Kazmierowska, 17, Holy Ghost H.S., Pittsburgh, Pa. Teacher, Sr. M. Cheslava.

Lenore Landry, 17, Oak Park (Ill.) Twp. H.S. Teacher, Mildred Linden.

Barbara Lapsley, 15, Laboratory School, State Teachers College, Indiana. Pa. Teacher, Lois C. Blair.

Jane McBride, 18, Senior H.S., Beaver Falls, Pa. Teacher, Mary E. Thomas.

Richard McMahon, 17, Johnson City (N. Y.) H.S. Teacher, Mrs. Sullivan.

HISTORICAL ARTICLE

FIRST PRIZE: \$25

STANLEY SINCLAIR, 17, Sonora (Calif.) Union H.S. Teacher, Herndon C. Ray.

SECOND PRIZE: \$15

MARY DOTY, 18, Cooley H.S., Detroit, Mich. Teacher, Robert Rothmann.

THIRD PRIZE: \$10

ARTHUR WARGO, 17, McKeesport (Pa.) Tech. H.S. Teacher, Ruth E. Low.

FOURTH PRIZES: \$5

Dorothy Lou Coffelt, 15, Stephens City (Va.) H.S. Teacher, Betty Jo Wright.

Frank Morsani, 17, Rogers H.S., Tulsa, Okla. Teacher, Mrs. Gibson.

John David Poits, 17, Hampton (Va.) H.S. Teacher, Elizabeth H. Boyenton.

Francis Thomas Roach, Jr., 17, Nott Terrace H.S., Schenectady, N. Y. Teacher, Mary Grimes McGee.

Ellis Schackelford, 18, Phoenix (Ariz.) Union H.S. Teacher, Delpha Davis.

HONORABLE MENTION

Janet Bradford, 15, V.I.T. Consolidated H.S., Table Grove, Ill. Teacher, Mrs. Garner.

Marianne Carlson, Westfield (N. J.) Sr. H.S. Teacher, Margaret Dietrich.

Gordon R. Carson, 17, Amisk (Canada) H.S. Teacher, Allan Strandberg.

Joan Crumme, 17, Vincen-tian Institute, Albany, N. Y. Teacher, Sr. M. Carmel, R.S.M.

Dawn Furman, 16, Union-Endicott H.S., Endicott, N. Y. Teacher A. Alderson.

Grace Hrdlicka, 17, Webster Groves (Mo.) H.S. Teacher, Iona E. Jones.

Mellicent Kleinman, 17, Sullivan H.S., Chicago, Ill. Teacher, Abram Pannitch.

Constance Lill, 16, Suffield (Conn.) H.S. Teacher, Elizabeth Biggerstaff.

Frances Powers, 16, Lockwood H.S., Ap-ponaug, R. I. Teacher, Elizabeth Duffy.

Patricia A. Richardson, 17, Rock Springs (Wyo.) Sr. H.S. Teacher, Catherine Robert-son.

ESSAY JUDGES



Irita Van Doren edits
N. Y. Herald Tribune
Book Review section.



Walter Prichard Eaton,
author, critic,
professor at Yale.



Harry Hansen edits
The World Almanac,
and reviews books.



Wanda Orton is a
former Minneapolis
teacher of English.

SPECIAL PRIZES

UNIVERSITY OF PITTSBURGH SCHOLARSHIP

The University of Pittsburgh scholarship, a four-year tuition scholarship for its Writing Major, offered to the most promising senior discovered in Scholastic Writing Awards, is awarded to Mary Ellen Berneski, 17, of Latrobe (Pa.) High School. She won fourth prizes in Poetry and Essay, and honorable mention in Short Short Story, as well as high honors in regional competition sponsored by Pittsburgh Press. Her teacher was Mabel Lindner.

NATIONAL CONFERENCE OF CHRISTIANS AND JEWS AWARD

The National Conference Award of \$50 to the student whose writing best shows appreciation of unity and understanding among all religious groups, is awarded to Judith D. Harris, 15, of Franklin High School, Portland, Oregon, for her story, "Just to Belong!" Her teacher is Mrs. Helen H. Allard.

HEALTH AND NUTRITION EDUCATION AWARD

The Health and Nutrition Award of \$50, offered by Scholastic Magazines for the best piece of writing on health and nutrition, is awarded to Morris Furubayashi, 18, of McKinley H.S., Honolulu, Hawaii, for an editorial in his school paper. His teacher is Mrs. Virginia P. Summers.

The Ernestine Taggard Memorial Award, usually offered in memory of Miss Ernestine Taggard, late literary editor of Scholastic Magazines, is not awarded this year for lack of suitable candidates.

CURRENT EVENTS REPORT

FIRST PRIZE: \$25

WILLIAM E. RITTER, 17, Will Rogers H.S., Tulsa, Okla. Teacher, Tommie Barnes.

SECOND PRIZE: \$15

MARY DOTY, 18, Cooley H.S., Detroit, Mich. Teacher, Robert Rothman.

THIRD PRIZE: \$10

GERALDINE A. SCHAEFER, 17, Nott Terrace H.S., Schenectady, N. Y. Teacher, Mary McGee.

FOURTH PRIZES: \$5

Nancy Ann Clark, Glen Ridge (N. J.) H.S. Teacher, Mrs. Putnam.

Joyce Leonard, 17, Johnson City (N. Y.) H.S. Teacher, Mrs. Sullivan.

David R. Manuaring, 16, Ann Arbor (Mich.) H.S. Teacher, Lela A. Duff.

Louise Elizabeth Rosser, 17, J. P. McCaskey H.S., Lancaster, Pa. Teacher, R. W. Broome.

Charles Smith, 18, Booneville (Miss.) H.S. Teacher, Mrs. Chase.

HONORABLE MENTION

Roy E. Anderson, 19, Pratt (Kans.) Sr. H.S. Teacher, Lois Hogue.

Betsy Barton, 17, J. T. Lockwood H.S., Warwick, R. I. Teacher, Elizabeth F. Duffy.

Kay Ketchen, Point Loma H.S., San Diego, Calif. Teacher, A. Bess Clark.

Carol LeVarn, 16, Richmond (Vt.) H.S. Teacher, Helen Cunningham.

Jane Nicholson, 17, Fassifern School for Girls, Hendersonville, N. C. Teacher, Mrs. Weeman.

Babs Pendleton, Kimberley School, Montclair, N. J. Teacher, Miss Cotton.

Marilyn L. Plaisted, 16, Nott Terrace H.S., Schenectady, N. Y. Teacher, Mary G. McGee.

Madylon Powers, 17, Annunciation H.S., Pittsburgh, Pa. Teacher, Sr. M. Ricarda.

Joyce Ritzman, 17, Lehman H.S., Canton, O. Teacher, Esther G. Smith.

Reka Roek, 17, Dominican H.S., Detroit, Mich. Teacher, Sr. Mary Ellen, O.P.

HUMOR

FIRST PRIZE: \$25

KAREN KRUSE, 16, Montgomery Blair Sr. H.S., Silver Spring, Md. Teacher, Mr. Hinckley.

SECOND PRIZE: \$15

TOM G. PEASE, 17, Arsenal Tech. H.S., Indianapolis, Ind. Teacher, Mrs. Camp.

THIRD PRIZE: \$10

LAURA RILANDER, 15, W. H. Taft H.S., Bronx, N. Y. Teacher, H. P. Schweitzer.

FOURTH PRIZES: \$5

Anne DeForest, 15, Royal Oak (Mich.) H.S. Teacher, Ruth Hetzman.

Carol Eckert, 17, Oak Park (Ill.) Twp. H.S. Teacher, Mildred Linden.

Alan Joseph Goldman, 17, Abraham Lincoln H.S., Brooklyn, N. Y. Teacher, M. Nurnberg.

Elaine Mullenax, 14, Idaho Springs (Colo.) H.S. Teacher, Dorothy Carlson.

Sidney Perloe, 16, Lincoln H.S., Brooklyn, N. Y. Teacher, M. Nurnberg.

HONORABLE MENTION

Bruce Benson, 16, Phoenix (Ariz.) Union H.S. Teacher, Jean Slavens.

Mary Anne Binns, 16, Roosevelt H.S., Seattle, Wash. Teacher, Edna Breazeale.

Kenneth Casey, 15, Redford H.S., Detroit, Mich. Teacher, Lena Doll.

Robert Duguay, 17, Bulkeley H.S., Hartford, Conn. Teacher, Mrs. Fitzgerald.

Alan Erwin, 17, Rogers H.S., Tulsa, Okla. Teacher, Loretta Wiggins.

Gabriel Lanci, 18, St. Ann's Academy, N. Y., N. Y. Teacher, Bro. F. Leo.

Joan Mathieson, 17, Cooley H.S., Detroit, Mich. Teacher, Mr. E. D. Bowers.

C. Elizabeth Milne, 15, Simsbury (Conn.) H.S. Teacher, Mrs. Collier.

Melvin Plotinsky, 15, J. E. Young H.S., New Rochelle, N. Y. Teacher, Fannie W. Upham.

Peggy Spaeth, 14, Middletown (Conn.) H.S. Teacher, Anna Oertel.

William Stadtmiller, 16, Indiana (Pa.) H.S. Teacher, Craig Swauger.

AUTOBIOGRAPHICAL SKETCH

FIRST PRIZE: \$25

HANIA WOYSKA, 15, St. Mary Academy, Monroe, Mich. Teacher, Sr. Marie Chantal.

SECOND PRIZE: \$15

NANCY GENE HESS, 17, Horace Greeley H.S., Chappaqua, N. Y. Teacher, Sylvia M. Kurson.

THIRD PRIZE: \$10

DALE ENGER, 17, Lincoln H.S., Seattle, Wash. Teacher, Ann E. Graves.

FOURTH PRIZES: \$5

Anne Dore Davids, Bound Brook (N. J.) H.S., Teacher, Mrs. Schumacher.

Michael F. Frost, 16, Will Rogers H.S., Tulsa, Okla. Teacher, Loretta Wiggins.

Sally Miller, 14, Mt. Lebanon H.S., Pittsburgh, Pa. Teacher, Virginia Elliott.

Louise Elizabeth Rosser, 17, J. P. McCaskey H.S., Lancaster, Pa. Teacher, Robert W. Broome.

Mary Lois Singer, 17, Lincoln H.S., Manitowoc, Wis. Teacher, Dorothy Crain.

HONORABLE MENTION

Joan Achstetter, 14, Fremont H.S., Oakland, Calif. Teacher, Mary Petty.

Victor Baumgartner, 16, Lincoln H.S., Seattle, Wash. Teacher, Ann E. Graves.

Joan Rae Fine, 17, Modesto (Calif.) H.S. Teacher, Gladys Swearingen.

Sally H. Goutell, 16, Horace Greeley H.S., Chappaqua, N. Y. Teacher, Sylvia Kurson.

Sarah Katz, 16, Honesdale (Pa.) H.S. Teacher, Dorothea O. Benner.

Joyce Kimball Johnson, 17, Garfield County H.S., Glenwood Springs, Colo. Teacher, Mrs. Cynthia Stapp.

Additional honorable mention winners will be notified by mail.



VARIETY STAR—Mary Doty, 18, of Cooley High School, Detroit, Michigan, won everything in sight in her region, sponsored by the *Detroit News*—seven achievement keys and four honorable mentions. In the national Awards she won second prize in each of the Historical Article, Current Events, and International Letter Awards. A top student, she finished high school with one third more credit hours than she needed, majoring in English and science. Her father is an employee of the Ford Motor Company, and she hopes to enter the University of Chicago next fall, if she can obtain scholarship assistance. Above she is shown receiving her awards from Principal Owen A. Emmons of Cooley High School.

ORIGINAL RADIO DRAMA

FIRST PRIZE: \$25

RICHARD JACKSON, JR., 17, St. Gertrude School, St. Clair Shores, Mich. Teacher, Sr. M. Bernita, S.S.J.

SECOND PRIZE: \$15

NEIL JACKSON, 17, Redford H.S., Detroit, Mich. Teacher, Marjorie Stevens.

THIRD PRIZE: \$10

JUANITA PENNELL, 15, North Sr. H.S., Binghamton, N. Y. Teacher, R. D. Merchant.

FOURTH PRIZES: \$5

Louis A. Freizer, II, 17, Stuyvesant H.S., N. Y., N. Y. Teacher, Mrs. Dobkin.

Winthrop Griffith, 17, Burlingame (Calif.) H.S. Teacher, Fern Harvey.

Doris Kummer, 17, Lutheran H.S., St. Louis, Mo. Teacher, Mrs. Constable.

Richard McMahon, 17, Johnson City (N. Y.) H.S. Teacher, Mrs. Sullivan.

Marian E. Tyrrell, 17, Owego (N. Y.) Free Academy. Teacher, Mrs. Turner.

HONORABLE MENTION

Harry Gieseking, 17, Roosevelt H.S., St. Louis, Mo. Teacher, Olga Solfronk.

Ross Larson, 16, Wyandotte H.S., Kansas City, Kans. Teacher, Mr. H. A. Billingsley.

Ruth Schindler, 17, J. McDonogh H.S., New Orleans, La. Teacher, M. Neuhauser.

Margery Schneider, 17, Forest Hills (N. Y.) H.S. Teacher, Mrs. Tunick.

RADIO DRAMA ADAPTATION

FIRST PRIZE: \$25

MARGERY SCHNEIDER, 17, Forest Hills (N. Y.) H.S. Teacher, Mrs. Adele B. Tunick.

SECOND PRIZE: \$15

BARBARA KINGSBURY, Battin H.S., Elizabeth, N. J. Teacher, Albert Kornishane.

RADIO PLAY JUDGES



Judith Waller directs Public Affairs and Education, NBC.



Gertrude Broderick is specialist for U. S. Office of Education.



Robert Heller is executive producer and program director, NBC.

THIRD PRIZE: \$10

CHRISTINE DOLORES DOLSEN, 17, Cooley H.S., Detroit, Mich. Teacher, Leslie G. Carter.

FOURTH PRIZES: \$5

Mary Catherine Franklin, 18, Ancilla Dornini H.S., Donaldson, Ind. Teacher, Sr. M. Lorenza.

Myra Lou Hart, 16, Mackenzie H.S., Detroit, Mich. Teacher, Glendora Forshoe.
Ann Ivester, 16, Wyandotte H.S., Kansas City, Kans. Teacher, Mr. H. A. Billingsley.
Enid F. Karetnick, Weequahic H.S. Newark, N. J. Teacher, Mr. I. Goldberg.
Mary Ann Wershing, Academy of the Holy Angels, Fort Lee, N. J. Teacher, Sr. M. Ellen.

GENERAL RADIO SCRIPT

FIRST PRIZE: \$25

ELENA JOAN SVAGZDYS, 18, Brockton (Mass.) H.S. Teacher, Ruth T. Cosgrove.

SECOND PRIZE: \$15

MARY CAROL MASSI, 16, Union-Endicott H.S., Endicott, N. Y. Teacher, A. Alderson.

THIRD PRIZE: \$10

RICHARD WALLACE, 14, Evanston (Ill.) Twp. H.S. Teacher, Pierce Ommanney.

FOURTH PRIZES: \$5

Nancy Banks Bakke, 17, Montgomery Blair H.S., Silver Spring, Md. Teacher, Mary Wood.
Jim Erickson, 17, Roosevelt H.S., Minneapolis, Minn. Teacher, Mrs. Doherty.
David Kiplinger, 15, Redford H.S., Detroit, Mich. Teacher, Marjorie E. Stevens.
Mary Jane Mills, 17, Union-Endicott H.S., Endicott, N. Y. Teacher, Mrs. Edna A. Finch.
Joel Rankin, 17, Brockton (Mass.) H.S. Teacher, Ruth T. Cosgrove.

HONORABLE MENTION

Kenneth Craycraft, 16, Cleveland (Mo.) H.S. Teacher, Mrs. Laffoon.
Richard Kaston, 15, S. J. Tilden H.S., Brooklyn, N. Y. Teacher, Mr. Benov.
Abbott Richard Miller, Brockton (Mass.) H.S. Teacher, Ruth T. Cosgrove.
Ernest R. Welch, 17, Stephens City (Va.) H.S. Teacher, Betty J. Wright.

INTERNATIONAL LETTER WRITING

FIRST PRIZE: \$25

ELEANOR BIERLY, 18, Union-Endicott H.S., Endicott, N. Y. Teacher, Betty E. Wyke.

SECOND PRIZE: \$15

MARY DOTY, 18, Cooley H.S., Detroit, Mich. Teacher, Robert Rothman.

THIRD PRIZE: \$10

ANNE DONNELLY, 16, Owego (N. Y.) Free Academy. Teacher, Mrs. Turner.

FOURTH PRIZES: \$5

Nancy Conant, 16, Wauwatosa (Wis.) Sr. H.S. Teacher, S. Katherine Lehmann.

George E. DeLong, 14, East Alton-Wood River Community H.S., Wood River, Ill. Teacher, Frances E. Smith.

Connie LeRoy, 15, Montgomery Blair H.S., Silver Spring, Md. Teacher, Miss Robey.
Joan Russell, St. Vincent Academy, Newark, N. J. Teacher, Sr. Josephine Marie.
Patricia Turner, 17, Senior H.S., Springfield, Mo. Teacher, Edith Moore.

HONORABLE MENTION

Ann Fallon, St. Vincent Academy, Newark, N. J. Teacher, Sr. Josephine Marie.
Marietta Houtakker, 15, Immaculate Conception Academy, Dubuque, Ia. Teacher, Sr. Francis Joseph, O.S.F.
Thora Tait, 16, Union-Endicott H.S., Endicott, N. Y. Teacher, A. Alderson.
Carole Vadak, 15, Lyons Twp. H.S., La-Grange, Ill. Teacher, Kathryn Keefe.
Ellen Van Dusen, 16, Union-Endicott H.S., Endicott, N. Y. Teacher, Alene Alderson.

REVIEW

FIRST PRIZE: \$25

ALAN JOSEPH GOLDMAN, 17, Lincoln H.S. Brooklyn, N. Y. Teacher, Maxwell Nurnberg.

SECOND PRIZE: \$15

TOM BOOTHE, West Orange (N. J.) H.S. Teacher, Thelma Weissenborn.

THIRD PRIZE: \$10

PETER WILSON, 15, St. Louis (Mo.) Country Day School. Teacher, Eugene Hecker.

FOURTH PRIZES: \$5

Elissa Isaacson, 17, H.S. of Music & Art, N. Y., N. Y. Teacher, Mr. H. Bloomstein.
Carol Lippit, 16, Midwood H.S., Brooklyn, N. Y. Teacher, Mrs. Risikoff.
Mary Mathisson, 16, Lincoln H.S., Seattle, Wash. Teacher, Ann E. Graves.
Robert W. Rawson, West Orange (N. J.) H.S. Teacher, Thelma O. Weissenborn.
Stanley Robert Sinclair, 17, Sonora (Calif.) Union H.S. Teacher, Herndon C. Ray.

HONORABLE MENTION

Stephen S. Anderson, West Orange (N. J.) Sr. H.S. Teacher, Thelma O. Weissenborn.
Geoffrey Thomas Blodgett, 17, Nott Terrace H.S., Schenectady, N. Y. Teacher, Mrs. Weeks.
Mae Guyer, 15, Northwestern H.S., Detroit, Mich. Teacher, Jack Irwin.
Joan Harris, 16, Memphis (Tenn.) Tech. H.S. Teacher, Margaret Kelly.
Roslyn Hinkelman, 17, Bristol (Conn.) H.S. Teacher, Alice Pulsifer.
Julie Anthony Jones, 16, Columbia School, Rochester, N. Y. Teacher, Margaret Boddy.
Barbara Kaseberg, 17, U.S. Grant H.S., Portland, Ore. Teacher, Lydia Anderson.
Ann McWethy, 17, Mount Clemens (Mich.) H.S. Teacher, Mary E. Rogers.
Julie Prutton, 16, John Marshall H.S., Cleveland, O. Teacher, Miss Jenkins.
Kenneth Urban, 16, Rapid City (S. D.) H.S. Teacher, Birdie Slothower.

Quill & Scroll Journalism Awards

NEWS STORY

FIRST PRIZE: Royal Portable Typewriter

HARRY WARNE ERNST, 17, Charleston (W. Va.) H.S. Teacher, Keith Whitteker.

SECOND PRIZE: \$25

JUDY WHITSON, 17, Arlington Heights H.S., Fort Worth, Tex. Teacher, Gumie Burnett.

THIRD PRIZE: \$10

PETER SHIMRAK, 16, East H.S., Cleveland, O. Teacher, J. Marion Henderson.

FEATURE STORY

FIRST PRIZE: Royal Portable Typewriter

SUE KENITZ, 17, Pershing H.S., Detroit, Mich. Teacher, Alfred L. Jones.

SECOND PRIZE: \$25

JOAN CHURCH, 17, W. C. Bryant H.S., Long Island City, N. Y. Teacher, Christine Klauer.

THIRD PRIZE: \$10

MONTE MAUNTEL, 18, Normandy (Mo.) H.S. Teacher, Mrs. Still.

EDITORIAL

FIRST PRIZE: Royal Portable Typewriter

MARY HANES, 17, Highland Park (Mich.) H.S. Teacher, Grace Wallace.

SECOND PRIZE: \$25

LAWRENCE POSNER, 17, R. Sullivan H.S., Chicago, Ill. Teacher, Miss Kovitz.

THIRD PRIZE: \$10

JOSEPH T. KANTORSKI, 17, Mt. St. Joseph, Baltimore, Md. Teacher, Bro. Martin John.

INTERVIEW

FIRST PRIZE: \$25

MIKE HOLLAND, 16, Middletown (O.) H.S. Teacher, Mabel E. Eldridge.

SECOND PRIZE: \$15

SYBIL LILLIE, 16, Bishop Hogan H.S., Kansas City, Mo. Teacher, Sister Edward.

THIRD PRIZE: \$10

GAIL McMAHON, 16, Newport News (Va.) H.S. Teacher, Frances L. Taylor.

SPORTS WRITING

FIRST PRIZE: \$25

GEORGE CROOG, 16, New Haven (Conn.) H.S. Teacher, Marion C. Sheridan.

SECOND PRIZE: \$15

RUSTY OLSON, Rutherford (N. J.) H.S. Teacher, Mrs. Beachner.

THIRD PRIZE: \$10

WALTER WINGO, Western H.S., Washington, D. C. Teacher, Myrtle Bray.

COLUMN

FIRST PRIZE: \$25

MARGARET JULIAN, 16, Santa Barbara (Calif.) H.S. Teacher, Mrs. Ruthe Rasmussen.

SECOND PRIZE: \$15

PATRICIA MINOR, 17, New Haven (Conn.) H.S. Teacher, Ruth Lindwall.

THIRD PRIZE: \$10

MAUREEN FLYNN, 17, College-H.S., Bartlesville, Okla. Teacher, Mary S. Paxton.



Paul Hocking, 15, Redford High School, Detroit, Mich., won an honorable mention in Group II, Classification F, School or Camp Activities.



Second Prize, \$15, Class. I, Still Life, won by Wing Hong, 19, Tamalpais H.S., Mill Valley, Cal.

Photography Awards

THIS year approximately 17,000 junior and senior high school students participated in the Scholastic-Ansco Photography Awards. Over 1,000 of these entries reached the final judgments in New York City, which were conducted during a period of two days by six different judges (see below). Approximately 180 pictures have been selected for the annual exhibit, which opens June 1 at the East River Savings Bank, Rockefeller Center, New York City.



Scholastic-Ansco Photography Awards Scholarship judges (L. to R.): Arthur Rothstein of Look magazine; Roy Stryker of Standard Oil Co. of New Jersey; John Whiting, Science Illustrated magazine.



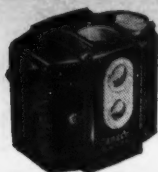
Judges of individual entries in Scholastic-Ansco Photography Awards (L. to R.): Norris Harkness, N. Y. Sun; James Elliot, Young and Rubicam; Gail Churchill, Foreign Picture Editor, Life magazine.



First Prize, \$25, Group II, Classification I, Portrait of a Person, was won by Gerard Rottnr, 17, of Alexander Hamilton H.S., Los Angeles, Calif.



First Prize, \$25, in Group II, Classification G, Sports, was won by Harlan Hayakawa, 17, a student at Hilo High School, Hilo, Hawaii.



Shutterbug's Page

Edited by Ken Johnson

may 25



PICTURE OF THE MONTH. In my book, this is a really top-notch pet picture. And one reason is because the door forms a frame around the dogs. Try framing your pictures this same way.

CAMERA CLUB NEWS

Here we go with some chit-chat about another book which you should have in your camera-club library.

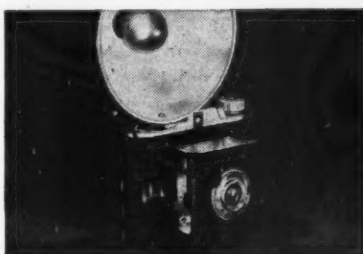
This time it's a book called "Developing And Printing Made Easy." It has 60 pages in all. Will tell you everything, from the kind of equipment to buy to how to remove stains on film negatives.

This book tells you how to tone a print. How to trim it and mount it. Has a whole section on causes and remedies of finishing troubles.

It's got just about everything you need to know about developing and printing. And it costs only 25¢. Get it from your regular photographic dealer.

SHOOT YOUR QUESTION

How much should I spend on a camera for indoor and outdoor pictures?



Answer — That's easy — only \$12.50 plus tax. For this \$12.50 you get a compact camera—with a double f11 lens. Synchronized flash. This fine camera is the Ansco Flash Clipper. Flash attachment only \$3.45 plus tax.

HOW TO TAKE A REALLY GOOD PICTURE OF YOUR PET!

In taking some fifty odd pictures of my three dogs, I discovered some of the things that make pet pictures a great deal more interesting.

First off, if your pet is very lively and full of pep, set said pet up on something high — say a table or a bench. When he's up at such a height, he's not as apt to wander away and move around. Makes it easier to get a good picture.



Second, if you take a picture of a small kitten or puppy, get your camera down low—kneel down. But if the animal is large—say a horse or big dog—hold the camera at chest level. Otherwise the animal will look leggy.

And third (I'm off again), load up your camera with Ansco Plenachrome, the All-Weather Film. I honestly believe that you'll find it easier to get good pictures of pets (and everything else), with this amazing film.

For this film's extreme sensitivity lets you get pictures in any kind of weather—even in the rain.

What's even better, you can use it in any kind or make of camera. *Any kind.* Just load it and you're ready for pictures in any weather.

But don't take my say-so for it—try it and see! Get yourself a roll of Ansco Plenachrome, The All-Weather Film, at any dealer's. Ansco, Binghamton, N. Y.



Ask for *Ansco* film and cameras

A Division of General Aniline & Film Corporation
"From Research to Reality"



BOY dates GIRL

ONE SUMMER vacation—coming up! What does vacation mean to you—no more algebra assignments, your morning slumbers unshattered by the 7:30 alarm, a summer job that will put a jingle in your jeans? Or maybe prospects of a new tan and a new man—or a new girl and a big whirl up at Lake Wahoo?

You've earned it all! And here's hoping the certain someone whom you're hoping will somersault onto your front porch turns out to be as spectacular as the sun-tan you brought back to school last September.

But before we say "so long" for this semester, we'd like to suggest that the sort of summer vacations that are so dramatic as to mark a turning point in your life rarely "just happen." More often they develop out of your efforts to make new friends and acquire new skills.

New Friends

Whether you're starting a summer job, going away to camp, to the mountains with your family, or on a youth hostel trip with three or four of your high school chums, you're sure to see some new faces this summer. Even if the hammock in your backyard is going to be your headquarters, there will be cousins and friends of friends vacationing in your home town. Count on the fact that you'll be having an opportunity to make new friends and be ready with the friendly smile.

Maybe you're a boy who's always been a little shy. Or maybe you're a girl who's getting a little desperate because all the boys in your crowd treat you like a sister. Possibly you have a reputation for being "stand-offish"—because you were a bit slow in learning the so-

cial graces. When your friends are used to thinking of you as a certain type, it's often hard to hoist yourself out of your rut. But the people you meet this summer aren't going to have any preconceived notions about you.

You can cast yourself in any role you like. You've always envied the easy way Bud Tucker strolls up to a girl and starts a conversation on any subject in the world—"Hi, Jo, how'd you like the assembly program?" "Hello, Melinda, what do you think of Ezio Pinza making like a balladier?" "Say, Sal, have you heard about the movie version of Monty Stratton's life?"

It looks simple, but you've always been afraid to try Bud's line on any of the girls you've grown up with. You suspect the girl would be so flabbergasted at *you*—the shy guy—making with the Tucker talk that she would just stare and the words would stick in your throat.

But a new girl—aha! Kermit's cousin from Memphis won't know you from Tucker, and chances are she'll only smile expectantly when you sidle up to her. An expectant smile does a lot to relax the vocal cords, and once you relax you'll be surprised how easy it is to talk. Keep talking, brother, and you may forget all about being shy by September.

Often the people you meet are shyer than you are. And the situations that add up to something for your scrapbooks are frequently those in which you take some initiative. Dodie Dane's reputation as the friendliest girl in town didn't materialize out of thin air.

by Gay Head

Dodie earned her reputation by *being* friendly.

When you discover that a new boy has moved into the cottage next to yours up at Lake Wahoo, don't sit on your float, counting on mental telepathy to let him know that your feelings are definitely *simpático*. Drop over to his cottage and introduce yourself, invite him to practice back flips off your float, or to join you and your brother for a beach supper.

Don't overlook opportunities to make new friends of your own sex, either. All kinds of friendships pay off! And the boy or girl who's interested on^{ly} in a partner for the next rumba is short-sighted. New friends, whether boys or girls, mean new interests, and new interests mean a more interesting you. A more interesting you means a lot of people you've never met are going to want *you* for a new friend, and this kind of circle is never vicious.

New Skills

While expanding your circle of friends and broadening your range of interests, it would also be a sharp strategy to promote one or two lukewarm interests into real skills.

Believe it or not, boys don't love to play tennis with girls who *never* get the ball over the net. Girls prefer boys whose talents extend beyond a powerful crawl stroke. The more skills you acquire, the more confidence you'll feel and the more fun you'll have.

You've always meant to get around to learning how to make a cake or how to strum a guitar. You've always intended to make a careful study of your wardrobe to see why your get-ups look a little shabby and unsynchronized alongside of Lou Parson's. Lou's clothes budget is no bigger than yours. You sort of thought you might read some plays by George Bernard Shaw and William Saroyan before going out for Playshop next year. It's occurred to you that Chopin and Debussy wrote some music that you'd like to hear more of.

New You

These are all things you *want* to do. But you never found time for them in a busy school year. Now you have three golden months stretching ahead of you. Make the most of them! Even school will look exciting if you stride into next fall looking like one of those "BIGGER, TALLER, MORE ACTIVE AMERICANS!"

Happy Holidays!

HERE'S CASH

FOR SCHOOL PROJECTS...

BOYS' AND GIRLS' CLUBS...

PARENT-TEACHER GROUPS...

NOW, for a limited time only—

Procter & Gamble offer makes box-tops
and wrappers worth cash to your group!



Every Ivory Flakes
box top is worth



Every Duz
box top is worth



Every Camay
wrapper is worth



**COLLECT 'EM...CASH 'EM IN...
THAT'S ALL THERE IS TO DO!**

Here's an easy way to raise money toward that new projector for the school or new equipment for your troop, club or recreation room. Just start your group collecting these famous box-tops and wrappers—then send them in and get a check by

mail! The more you collect, the bigger the check! And—in addition—there are big bonus awards for organizations that collect the most! This offer ends July 31, 1949—so there's plenty of time for your group to do a big job if you start right away!



AND IN ADDITION

\$21,000 EXTRA CASH AWARDS

—NATIONAL AWARDS—

1ST AWARD—\$1,000 cash

to the organization collecting the largest number of box-tops and wrappers.

1,000 AWARDS—\$10 cash each

for the next largest collection of box-tops and wrappers by organizations.

—STATE AWARDS—

100 AWARDS—\$100 cash each

for the two largest collections of box-tops and wrappers by organizations in each state, District of Columbia and Hawaii.

1,101 BONUS AWARDS IN ALL!

READ THE RULES—START YOUR GROUP TODAY!

1. Any non-profit, non-political organization such as churches, fraternal orders, women's clubs, boys' or girls' clubs and farm youth organizations may take part in this plan. If the organization includes several units, chapters or troops, each unit must submit its wrappers and box-tops *independently* of all the others. Hereafter, these individual units, chapters, troops, etc. will be referred to as "groups." If you are in doubt as to the eligibility of your group, write to the address given in Rule 4 for information.

2. Procter & Gamble will pay to these groups:

1¢ for each Ivory Flakes box-top (either size)

1¢ for each Duz box-top (any size)

1/2¢ for each Camay wrapper (either bath or regular size)

provided the total value of the bundle is \$1 or more.

Cash will be paid for wrappers and box-tops from these 3 Procter & Gamble products *only*. Just the outer wrappers from Camay and the box-tops from Duz and Ivory Flakes will be accepted. Do not send in any other portions of packages.

3. In addition, awards over and beyond these payments will be made as follows to the groups sending in the largest number of box-tops and wrappers:

1 award of \$1,000 to the group sending in the largest total number of box-tops and wrappers.

1,000 awards of \$10 each to the groups sending in the next 1,000 largest collections.

In addition, 2 awards of \$100 each will be made to the two groups in each state sending in the two largest collections from their respective state. In making these awards, the District of Columbia and Hawaii will be treated as states and will each be eligible for two \$100 awards.

In those cases where a group is eligible for two awards, it will receive only the larger. 1,101 awards will be made to 1,101 different groups. In case of ties, the full award for which groups have tied will be awarded to each tying group.

4. Camay wrappers, Ivory Flakes box-tops and Duz box-tops should each be wrapped in a separate bundle and then all three bundles packed together in a sturdy carton. Mail parcel post or ship express prepaid to:

Ivory Flakes, Duz and Camay
260 W. Mitchell Ave., Cincinnati, Ohio

(Be sure to pack carefully since we cannot be responsible for packages that break open in transit.)

5. All the box-tops and wrappers collected by a group must be submitted for payment at the same time and, if possible, in the same carton. If more than one shipping container is required, this fact should be carefully reported on a participation form referred to below. Only one shipment of one or more cartons will be accepted from any one group.

6. A convenient participation form which is available at your dealer's should accompany each package sent, listing accurately the number of wrappers and box-tops enclosed and the name and address of the group. Packages must be sent in the name of a group and must have the return address on the outside. Checks cannot be made out to individuals.

7. Packages must be postmarked or expressed by midnight, July 31, 1949.

8. This offer is good only in the Continental United States and Hawaii.

Art Scholarship Winners

ACADEMY OF ARTS, Newark: 1 SCHOLARSHIPS: Carl Limberg, Memorial H.S., West New York, N. Y. Teacher, Fabian Zaccane. John Rapinich, Jr. Memorial H.S., West New York, N. Y. Teacher, Fabian Zaccane.

AD-ART STUDIO SCHOOL, Pittsburgh: Garry Pisarek, Pulaski H.S., Milwaukee, Wis. Teacher, Ruth Lassen.

ALABAMA POLYTECHNIC INSTITUTE, Auburn: Robert Schuenke, Pulaski H.S., Milwaukee, Wis. Teacher, Ralph S. Graves.

ALBRIGHT ART SCHOOL, Buffalo: 2 SCHOLARSHIPS: Howard B. Ellsworth, Erie (Pa.) Tech. H.S. Teacher, Joseph M. Plavcan. Wilda Regelman, Erie (Pa.) Tech. H.S. Teacher, Joseph M. Plavcan.

AMERICAN ACADEMY OF ART, Chicago: Eric Anderson, Parker H.S., Chicago. Teacher, Robert G. French.

ART ACADEMY OF CINCINNATI: Doyle Grant Kifer, Central H.S., Evansville, Ind. Teacher, Gladys D. Bevers.

ART CAREER SCHOOL, New York City: Theodore Steinberg, Erasmus Hall H.S., Brooklyn, N. Y. Teacher, Fred Wichmann.

ART CENTER ASSOCIATION SCHOOL, Louisville: Winfred L. Mohr, Milby Sr. H.S., Houston, Tex. Teacher, Evelyn Durham.

ART LEAGUE OF CALIFORNIA, San Francisco: 2 SCHOLARSHIPS: Yvonne Gonda, Van Nuys (Calif.) H.S. Teacher, Gladys S. Roberts. Robert Reynolds, Stonewall Jackson H.S., Charleston, West Va. Teacher, E. Byron Meyer.

ART SCHOOL OF DETROIT SOCIETY OF ARTS AND CRAFTS: Conception Vallejo, Jefferson Davis Sr. H.S., Houston, Tex. Teacher, Genevieve Filson.

ART STUDENTS LEAGUE, New York City: Rebecca Reynolds, John Marshall H.S., Chicago, Ill. Teacher, Mrs. Grace B. Kapsa.

BRADLEY UNIVERSITY COLLEGE OF FINE ARTS, Peoria: Selma M. Litt, High School of Music and Art, New York, N. Y. Teacher, Herman A. Bloomstein.

BURNLEY SCHOOL OF ART AND DESIGN, Seattle: 2 SCHOLARSHIPS: Merry Freeman, Lincoln H.S., Seattle, Wash. Teacher, Alice R. Kinnear. Ronnie LeFebvre, Ballard H.S., Seattle, Wash. Teacher, Orre N. Nobles.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS, Oakland: Tony Bradford, Huntington Park (Calif.) H.S. Teacher, Ruth H. Johnson.

CALIFORNIA SCHOOL OF ART, Los Angeles: Joseph Kuc, Foreman H.S., Chicago, Ill. Teacher, Marion Homer.

CALIFORNIA SCHOOL OF FINE ARTS, San Francisco: William Pahle, Abraham Lincoln H.S., San Jose, Calif. Teacher, Violet Lannis.

CARNEGIE INSTITUTE OF TECHNOLOGY, Pittsburgh: 3 SCHOLARSHIPS: Duane J. E. Quintal, Riverside H.S., Milwaukee, Wis. Teacher, Rachel L. Skinner. Tom Woodward, Southeast H.S., Kansas City, Mo. Teacher, Martha Abbott. George Yanda, East Tech. H.S., Cleveland, O. Teacher, Paul L. Scherer.

CENTRAL ACADEMY OF COMMERCIAL ART, Cincinnati: Rudolph Baker, East Tech. H.S., Cleveland, Ohio. Teacher, Bernard C. Specht.

CHICAGO ACADEMY OF FINE ARTS: Jean Anne Vartanian, Cass Tech. H.S., Detroit, Mich. Teacher, Bernadine Sether.

CHOUNARD ART INSTITUTE, Los Angeles: Diane Storde, Herbert Hoover H.S., Glendale, Calif. Teacher, Bertha K. Foster.

CLEVELAND SCHOOL OF ART: 2 Scholarships: Alberta C. Cifolelli, Erie (Pa.) Tech. H.S. Teacher, Joseph M. Plavcan. James William Hanzel, East Tech. H.S., Cleveland, Ohio. Teacher, Bernard Specht.

COLORADO SPRINGS FINE ARTS CENTER: Mary Jane Healey, Cass Tech. H.S., Detroit, Mich. Teacher, Mary L. Davis.

COLUMBUS ART SCHOOL, Ohio: Anthony Walley, East Tech. H.S., Cleveland, Ohio. Teacher, H. Reid.

CORCORAN SCHOOL OF ART, Washington, D.C.: Nell J. Shevlin, Andrew Jackson H.S., St. Albans, N. Y. Teacher, Jacob A. Ornstein.

FORT WAYNE ART SCHOOL: Paul McDaniel, Richmond (Ind.) Sr. H.S. Teacher, Garl H. Campbell.

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville: Jeannette Gow, Franklin H.S., Seattle, Wash. Teacher, Charlotte Bisazza.

HARTFORD ART SCHOOL: 2 SCHOLARSHIPS: Thomas William Bradley, Cass Tech. H.S., Detroit, Mich. Teacher, Mary L. Davis. Joseph Ferrara, New Haven (Conn.) H.S. Teacher, Fred T. Fay.

HIGH MUSEUM SCHOOL OF ART, Atlanta: Winona Doster, Roosevelt H.S., Atlanta, Ga. Teacher, Katherine Comfort.

ILLINOIS WESLEYAN UNIVERSITY, Bloomington: Richard McMahon, Johnson City (N. Y.) H.S. Teacher, Mrs. Raymond Westling.

INSTITUTE OF DESIGN, Chicago: Susan M. Greenburg, High School of Music and Art, New York, N. Y. Teacher, Herman A. Bloomstein.

JACKSON-VON LADAU SCHOOL OF FASHION, Boston: Daniel Loreski, Peabody H.S., Pittsburgh, Pa. Teacher, Jean Thoburn.

JAMESINE FRANKLIN SCHOOL OF PROFESSIONAL ARTS, New York City: Arthur Rosenblatt, Abraham Lincoln H.S., Brooklyn, N. Y. Teacher, Leon Friend.

JOHN HERRON ART INSTITUTE, Indianapolis: 2 SCHOLARSHIPS: Lloyd P. Baker, Klamath Falls (Ore.) Union H.S. Teacher, Robert P. Bannister. Donald Pryor, North H.S., Wichita, Kan. Teacher, Margie Goodwin.

KANSAS CITY ART INSTITUTE AND SCHOOL OF DESIGN, Mo.: Shirley Ann Michaels, Northeast H.S., Kansas City, Mo. Teacher, Mabel A. Newitt.

LAYTON SCHOOL OF ART, Milwaukee: Constance Montmeny, Syracuse (N. Y.) Central H.S. Teacher, Jane S. Haven.

MARY HARDIN-BAYLOR COLLEGE, Belton, Texas: Barbara Ann Carr, Lincoln H.S., Seattle, Wash. Teacher, Elizabeth Poor.

MARYLAND INSTITUTE, Baltimore: Evan Keehn, Pottsville (Pa.) H.S. Teacher, Isabelle Zerbe.

MCDOWELL DESIGNING AND DRESS-MAKING SCHOOL, New York City: Phyllis De Luca, Prospect Heights H.S., Brooklyn, N. Y. Teacher, Harriet F. Eisenberg.

MEINZINGER ART SCHOOL, Detroit: Frank H. Wagner, Jr., Stony Brook (N. Y.) School. Teacher, Josephine C. Jones.

MEMPHIS ACADEMY OF ARTS: Frank Wilson, Shawnee Mission H.S., Merriam, Kan. Teacher, Mary A. Riddle.

MINNEAPOLIS SCHOOL OF ART: Marjorie Snyder, Roosevelt H.S., Des Moines, Iowa. Teacher, Julia A. Keeler.

MODERN SCHOOL OF FASHION AND DESIGN, Boston: Bernice Berlin, Prospect Heights H.S., Brooklyn, N. Y. Teacher, Rita K. Pomerantz.

MOORE INSTITUTE OF ART, Philadelphia: Helen Vandever, Lower Merion Sr. H.S., Ardmore, Pa. Teacher, W. C. Bahmermann.

NATIONAL ART SCHOOL, Washington, D.C.: Robin B. Reed, Oak Park (Ill.) Twp. H.S. Teacher, Arthur L. Pelz.

NEW ORLEANS ACADEMY OF ARTS: Samuel Cordero, Kelly H.S., Chicago, Ill. Teacher, Verne Sturmer Role.

NEW YORK-PHOENIX SCHOOL OF DESIGN, New York City: Pearl Rubinfeld, School of Industrial Art, New York, N. Y. Teacher, Ben Clements.

OMAHA ART SCHOOL: Doris Jane Evans, Des Moines (Iowa) Tech. H.S. Teacher, Marie Brewer.

PARSONS SCHOOL OF DESIGN, New York: Barbara Fox, Mt. Lebanon (Pa.) H.S. Teacher, Douglas Shanee.

PENNSYLVANIA ACADEMY OF FINE ARTS, Philadelphia: Gilbert Franceschi, South Hills H.S., Pittsburgh, Pa. Teacher, Marie J. Dollard.

PHILADELPHIA MUSEUM SCHOOL OF INDUSTRIAL ART: Bryn Barrie Craig, Lansdale (Pa.) H.S. Teacher, Charles L. Kinter.

PORTLAND MUSEUM ART SCHOOL, Oregon: Joyce Lea Anderson, Jefferson H.S., Portland, Ore. Teacher, Vivian Pesola.

PRATT INSTITUTE, Brooklyn: Charles Pollock, Cass Tech. H.S., Detroit, Mich. Teacher, Mary L. Davis.

RHODE ISLAND SCHOOL OF DESIGN, Providence: Rita Larssen, Prospect Heights H.S., Brooklyn, N. Y. Teacher, Dorothy McEntee.

RINGLING SCHOOL OF ART, Sarasota, Fla.: Barbara Lichter, School of Industrial Art, New York, N. Y. Teacher, Ben Clements.

ROCHESTER INSTITUTE OF TECHNOLOGY, Rochester: Harold R. Frazier, John Marshall H.S., Rochester, N. Y. Teacher, Florence W. Yorke.

RUODLPH SCHAEFFER SCHOOL OF DESIGN, San Francisco: 2 SCHOLARSHIPS: Darlene Engdahl, Salem (Ore.) H.S. Teacher, Ruth B. Sittlinger, Emilia Wiencek, Prospect Heights H.S., Brooklyn, N. Y. Teacher, Rita K. Pomerantz.

ST. LOUIS SCHOOL OF FINE ARTS, Missouri: Herbert Roswell, Tech. H.S., Buffalo, N. Y. Teacher, Albert E. Gentsch.

SAN ANTONIO ART INSTITUTE: Mee Yee Lee, Jefferson H.S., San Antonio, Tex. Teacher, Ruby Evelyn Dugosh.

SCHOOL OF THE ART INSTITUTE OF CHICAGO: 3 SCHOLARSHIPS: Robert Davis Harris II, Curry H.S., Greensboro, N. C. Teacher, Mary Katherine Williams. Mel Silverman, North H.S., Denver, Colo. Teacher, Jeanette Field. William Allen Wondriska, Oak Park (Ill.) Twp. H.S. Teacher, Arthur L. Pelz.

SCHOOL OF FINE AND APPLIED ART, Portland, Maine: Stanley Pransky, Boston (Mass.) English H.S. Teacher, Robert M. Evans.

SCHOOL OF THE MUSEUM OF FINE ARTS, Boston: Albert T. Beinar, H.S. of Commerce, Worcester, Mass. Teacher, Lincoln Levinson.

SCRIPPS COLLEGE, Claremont, California: Janet Kadesky, Emma Willard School, Troy, N. Y. Teacher, Margaret E. Page.

STUDIO SCHOOL OF FASHION ART, Cincinnati: John Radaell, Southwest H.S., St. Louis, Mo. Teacher, Grace K. Markman.

SYRACUSE UNIVERSITY: 2 SCHOLARSHIPS: Cosmos Andrew Sarchiapone, High School of Music and Art, New York, N. Y. Teacher, Herman A. Bloomstein. Janet Schreier, High School of Music and Art, New York, N. Y. Teacher, Herman A. Bloomstein.

TERRY ART INSTITUTE, Miami: 2 SCHOLARSHIPS: Diana Lee Clark, Des Moines (Iowa) Tech. H.S. Teacher, Marie Brewer. Marlene Rothkin, Abraham Lincoln H.S., Brooklyn, N. Y. Teacher, Leon Friend.

TYLER SCHOOL OF FINE ARTS, Philadelphia: Charles Mendez, Mastbaum Vocational-Technical School, Philadelphia, Pa. Teacher, Mildred E. Landis.

UNIVERSITY OF ALABAMA: Bobbie Lee Sims, Ensley H.S., Birmingham, Ala. Teacher, Caroline Dick.

UNIVERSITY OF DENVER SCHOOL OF ART: Robin Kilgour, High School of Music and Art, New York, N. Y. Teacher, Herman A. Bloomstein.

UNIVERSITY OF GEORGIA, Athens: Shirley Kaplan, Norwalk (Conn.) Sr. H.S. Teacher, James Previtali.

UNIVERSITY OF NEW MEXICO, Albuquerque: Robert T. Reynolds, Dreher H.S., Columbia, S. C. Teacher, Moselle Skinner.

UNIVERSITY OF NORTH CAROLINA, Greensboro: Greta Waldas, Liberty (N. Y.) H.S. Teacher, Louise Theodore.

UNIVERSITY OF OKLAHOMA SCHOOL OF ART, Norman: Richard Smith, Classen H.S., Oklahoma City, Okla. Teacher, Lottie A. Conlan.

UNIVERSITY OF TULSA, Oklahoma: Jeanne Calhoun, Will Rogers H.S., Tulsa, Okla. Teacher, Hortense Bateholts.

UNIVERSITY OF WICHITA: Meyer Sherman, School of Industrial Art, New York, N. Y. Teacher, Ben Clements.

VESPER GEORGE SCHOOL OF ART, Boston: John Giuliani, Greenwich (Conn.) H.S. Teacher, Lucia B. Comins.

NATIONAL ART HONOR SOCIETY: Gwen Seinfeld, Abraham Lincoln H.S., Brooklyn, N. Y. Teacher, Leon Friend.

May 25

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22nd National High School Art Exhibition

THE exhibition of award-winning works, climax of Scholastic Art Awards, is held at the Galleries of the Department of Fine Arts, Carnegie Institute, Pittsburgh, Pa., May 7-May 31. Group II includes students in grades 10, 11, and 12 attending academic, classical or general high schools who have less than 10 hours of art instruction per week. Students in Group III are those in grades 10, 11, and 12 who attend vocational, trade, technical, or special classes, and have 10 or more hours of art instruction weekly. Group I includes all students in grades 7, 8, and 9, regardless of what type of school they attend or how much art instruction they receive. Group I winners are listed in this week's Junior Scholastic (May 25 issue).

All students who won Ingersoll Re-

gional Awards, Honorable Mentions, and Places in the National High School Art Exhibition are being notified directly through certificates sent to their principals, and will have their names published in the Catalogue of the Art and Photography Exhibitions.

INGERSOLL AWARDS

(The United States Time Corporation—sponsor. An award of \$100 to each student listed below.)

Albert T. Beinar, 17, High School of Commerce, Worcester, Mass. Teacher, Lincoln S. Levinson.

Thomas W. Bradley, 19, Cass Technical H.S., Detroit, Mich. Teacher, Donald A. Brackett.

Howard Ellsworth, 17, Erie (Pa.) Technical H.S. Teacher, Joseph M. Plavcan.

Elizabeth Fisher, 17, Washburn H.S., Minneapolis, Minn. Teacher, Marion Trowbridge.

Susan Greenburg, 17, H.S. of Music and Art, New York, N. Y. Teacher, Herman Bloomstein.

Floyd Johnson, 16, Topeka (Kan.), H.S. Teacher, Laura A. Hanley. Also Strathmore Award.

Judith Karno, 16, Hyde Park H.S., Chicago, Ill. Teacher, Mrs. J. D. Nichols.

Gerald Major, 17, Technical H.S., Scranton, Pa. Teacher, Blanche Thomas.

Rose Marie McNeeley, 18, Austin Sr. H.S., Houston, Tex. Teacher, Mrs. Gerry Brady.

Donald Pryor, 18, North H.S., Wichita, Kan. Teacher, Margie Goodwin.

Newton Reeves, 17, School of Industrial Art, New York, N. Y. Teacher, Stanley I. Rose.

Herbert Youner, 17, H.S. of Music and Art, New York, N. Y. Teacher, Herbert Ferris.

COLLIER'S AWARDS

(Collier's Magazine—Sponsor
An award of \$100 each.)

Lois Ault, 18, Colorado Springs (Colo.) H.S. Teacher, Alice Craig. (Water Color, Gp. II)

Allyn Bristol, 18, Norwich (Conn.) Free Academy. Teacher, Joseph Gualtieri. (Tempera, Gp. II)

Frances Christoph, 17, Washington Irving H.S., New York, N. Y. Teacher, Beatrice Meras. (Oil, Gp. III)

Zellia Combs, 17, Lanier Twp. H.S., West Alexandria, Ohio. Teacher, Mrs. Treva Runyon. (Pastel, Gp. II)

Frederic Fuchs, 16, High School of Music and Art, New York, N. Y. Teacher, Helen Ridgeway. (Water Color, Gp. III)

Janey Greene, 15, Peabody H.S., Pittsburgh, Pa. Teacher, Wesley A. Mills. (Ceramics, Gp. II)

William Pahle, 19, Abraham Lincoln H.S., San Jose, Calif. Teacher, Violet Lannis. (Oil, Gp. II)

Angelo Stevens, 18, Lincoln H.S., Cleveland, Ohio. Teacher, Anthony Eterovich. (Oil, Gp. III)

The Society of Illustrators Awards. Six awards of \$50 each for the best story illustrations done in any graphic medium except Photography.

Max Ginsburg, 17, H.S. of Music and Art, New York, N. Y. Teacher, Gertrude Pierdt. John Grossman, 16, Des Moines (Iowa) Tech. H.S. Teacher, Marie Brewer. Also Strathmore and Hunt Pen Awards.

Floyd Johnson, 16, Topeka (Kan.) H.S. Teacher, Laura A. Hanley. Also Strathmore and Hunt Pen Awards.

Karl Remick, 18, Lane Tech. H.S., Chicago, Ill. Teacher, J. S. Young. Also Strathmore and Hunt Pen Awards.

Marlene Rothkin, 16, Abraham Lincoln H.S., Brooklyn, N. Y. Teacher, Leon Friend. Donald Silverstein, 17, Cass Tech. H.S., Detroit, Mich. Teacher, Mary L. Davis. Also Hunt Pen Award.

The Martin B. Leisser Memorial Award. An award of \$30 to the student whose work shows the keenest observation of his environment, customs, and manners.

Steve Matisz, 18, Taylor Allderice H.S., Pittsburgh, Pa. Teacher, Jennie A. Norton. Also Strathmore Award.

The George H. Clapp Memorial Award. An award of \$50 for the best portrayal of school life in the classroom, on the athletic field, or in extra-curricular activities.

James Malone, 19, Booker T. Washington H.S., Atlanta, Ga. Teacher, Beatrice R. Stafford.

The National Conference of Christians and Jews Award. An award of \$50 to the student whose work best expresses the theme of religious goodwill.

Ruth Cochran, 16, West H.S., Cleveland, Ohio. Teacher, Leroy Schrauf.

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1-OILS

GROUP II

First Prize, \$50: Dolores Versic, 17, Julienne H.S., Dayton, Ohio. Teacher, Sister Mary Cyrilla.

Second Prize, \$25: Norman Sasowsky, 18, Abraham Lincoln H.S., Brooklyn, N. Y. Teacher, Leon Friend.

Third Prize, \$15: Dick Beale, 16, Redford H.S., Detroit, Mich. Teacher, Mrs. Irene Parker.

GROUP III

First Prize, \$50: Selma Litt, 18, High School of Music and Art, New York, N. Y. Teacher, Herman A. Bloomstein.

Second Prize, \$25: Angelo Stevens, 18, Lincoln H.S., Cleveland, Ohio. Teacher, Anthony W. Eterovich.

Third Prize, \$15: Charlotte Hayden, 18, Norwich (Conn.) Free Academy. Teacher, Joseph Gualtieri.

2-WATER COLOR AND TEMPERA
(The American Crayon Company
sponsors Classification 2)

GROUP II

First Prize, \$25: Stanley Lis, 17, Northeast H.S., Philadelphia, Pa. Teacher, S. G. Hale.

Second Prize, \$15: Lawrence Needleman, 17, Midwood H.S., Brooklyn, N. Y. Teacher, Mr. Mannell.

Third Prize, \$10: Edna Wagner, 18, Ambbridge (Pa.) Sr. H.S. Teacher, Mrs. Ruth Lutman.

GROUP III

First Prize, \$25: Bernice Chaplan, 17, High School of Music and Art, New York, N. Y. Teacher, Miss H. Ridgeway. (Aaron Bohrod dissenting.)

Second Prize, \$15: Thomas Bradley, 19, Cass Technical H.S., Detroit, Mich. Teacher, Mary L. Davis.

Third Prize, \$10: Janet Schreier, 17, High School of Music and Art, New York, N. Y. Teacher, Herman Bloomstein.

3-CRAYON, CHARCOAL, CHALK, AND PASTELS
(The American Crayon Company
sponsors Classification 3)

GROUP II

First Prize, \$25: Barbara McDonald, 16, New Trier H.S., Winnetka, Ill. Teacher, Gloria Casella.

Second Prize, \$15: Marlene Rothkin, 16, Abraham Lincoln H.S., Brooklyn, N. Y. Teacher, Leon Friend.

Third Prize, \$10: Dolores Wharton, 18, Evanston (Ill.) Twp. H.S. Teacher, Frank Tresise.

GROUP III

First Prize, \$25: Janet Schreier, 17, High School of Music and Art, New York, N. Y. Teacher, Herman Bloomstein.

Second Prize, \$15: Susan Greenburg, 17, High School of Music and Art, New York, N. Y. Teacher, Herman Bloomstein.

Third Prize, \$10: Howard Ellsworth, 17, Erie (Pa.) Technical H.S. Teacher, Joseph Plavcan.

4-DRAWING INK, BLACK
(Higgins Ink Company
sponsors Classification 4)

GROUP II

First Prize, \$25: Lois Edelan, 17, Parkersburg (W. Va.) H.S. Teacher, Mrs. Isabel Wilson.

Second Prize, \$15: Frank Wilson, 17, Shawnee-Mission H.S., Merriman, Kan. Teacher, Mary Riddle.

Third Prize, \$10: Chester Morris, 16, Abraham Lincoln H.S., Brooklyn, N. Y. Teacher, Leon Friend.

GROUP III

First Prize, \$25: Barbara Lichter, 19, The School of Industrial Art, New York, N. Y. Teacher, Ben Clements.

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IT'S Wilson TODAY IN SPORTS EQUIPMENT

Second Prize, \$15: Shirley Klein, 18, Cass Technical H.S., Detroit, Mich. Teacher, Mary Davis. Also Hunt Pen Award.

Third Prize, \$10: Olive Steckenreiter, 18, Prospect Heights H.S., Brooklyn, N. Y. Teacher, Dorothy McEntee.

5—DRAWING INKS, COLORED
(Higgins Ink Company
sponsors Classification 5)

GROUP II

First Prize, \$25: Harvey Margolis, 17, Kansas City (Mo.) Central H.S. Teacher, Mrs. U. L. Riley. Also Hunt Pen Award.

Second Prize, \$15: Eli Romero, 18, Wichita (Kan.) H.S. North. Teacher, Margie Goodwin.

Third Prize, \$10: Esther Preston, 17, East H.S., Des Moines, Iowa. Teacher, Harriet Macy. Also Strathmore Award.

GROUP III

First Prize, \$25: Donald Pryor, 18, Wichita (Kan.) H.S. North. Teacher, Margie Goodwin.

Second Prize, \$15: Frederick Cross, 18, East Technical H.S., Cleveland, Ohio. Teacher, Howard Reid. Also Hunt Pen Award.

Third Prize, \$10: Frederick Facker, 17, Theodore Roosevelt H.S., Los Angeles, Calif. Teacher, Birdie Glantz. Also Hunt Pen Award.

6—CARTOONING

6A—"Gag Cartoon"

(Higgins Ink Company
sponsors Classification 6A)

First Prize, \$25: Chester Lowney, 18, San Rafael (Calif.) H.S. Teacher, Edward Day.

Second Prize, \$15: Cecil Kanter, 17, Sullivan H.S., Chicago, Ill. Teacher, Irene Humphreys.

Third Prize, \$10: Melvin Shestack, 17, Monroe H.S., Rochester, N. Y. Teacher, Barbara Weyand. Also Hunt Pen Award.

6B—"Message Cartoon"

(Higgins Ink Company
sponsors Classification 6B)

First Prize, \$25: David Royce, 17, Monroe H.S., Rochester, N. Y. Teacher, Barbara Wyant. Also Hunt Pen Award.

Second Prize, \$15: Dominick Cirri, 18, Memorial H.S., West New York, N.J. Teacher, Fabian Zacccone. Also Hunt Pen Award.

Third Prize, \$10: James Rollbuhler, 18, John J. Pershing H.S., Detroit, Mich. Teacher, Margaret Stein. Also Strathmore Award.

6C—"Cartoon Strip"
(Higgins Ink Company
sponsors Classification 6C)

First Prize, \$25: Garry Pisarek, 18, Pulaski H.S., Milwaukee, Wis. Teacher, Ruth Lassen. Also Hunt Pen Award.

Second Prize, \$15: Joe Beeler, 17, Joplin (Mo.) H.S. Teacher, A. Boles.

Third Prize, \$10: Charles Hamer, 18, Southside H.S., Elmira, N. Y. Teacher, Mrs. Helen Winsor.

7—PENCIL DRAWINGS

(The American Lead Pencil Company
sponsors Classification 7)

GROUP II

First Prize, \$25: Carol Rivends, 16, Oak Park (Ill.) H.S. Teacher, Janet Blundell.

Second Prize, \$15: Daniel Sturgis, 18, H.S. of Commerce, Wooster, Mass. Teacher, Lincoln Levinson.

Third Prize, \$10: Ronald Walsh, 17, John Hay H.S., Cleveland, Ohio. Teacher, Mrs. Helen Chudoba.

GROUP III

First Prize, \$25: Bill Teodecki, 17, Cass Technical H.S., Detroit, Mich. Teacher R. K. Schuholz.

Second Prize, \$15: John Markovich, 17, Cass Technical H.S., Detroit, Mich. Teacher, R. K. Schuholz.

Third Prize, \$10: Mary Stermer, 17, Cooley H.S., Detroit, Mich. Teacher, Dorothy Probst.

8—LINOLEUM BLOCK PRINTING

(C. Howard Hunt Pen Company
sponsors Classification 8)

GROUP II

First Prize, \$30: Clive O'Leary, 18, East H.S., Denver, Colo. Teacher, Esther Wickham.

Second Prize, \$20: Floyd Van Gundy, 17, East H.S., Des Moines, Iowa. Teacher, Harriet Macy.

Third Prize, \$10: Louise Fulton, 17, Dormont (Pa.) H.S. Teacher, William E. Reed.

GROUP III

First Prize, \$25: Grace Goldberg, 16, Prospect Heights H.S., Brooklyn, N. Y. Teacher, Mrs. Ella Jackson.

Second Prize, \$20: Odell Sims, 17, East Technical H.S., Cleveland, Ohio. Teacher, Howard Reid.

Third Prize, \$10: William Tietz, 17, Hower Vocational H.S., Akron, O. Teacher, Michael Milidonis.

9—PRINTS

GROUP II

First Prize, \$25: James Hyde, 18, North Dallas (Tex.) H.S. Teacher, Mrs. Katharine Bradford.

Second Prize, \$15: Audrey Groginski, 17, Paschall H.S., Fort Worth, Tex. Teacher, Creola Searcy.

Third Prize, \$10: Wanda Tinkle, 17, Paschall H.S., Fort Worth, Tex. Teacher, Creola Searcy.

GROUP III

First Prize, \$25: Thomas Bradley, 19, Cass Technical H.S., Detroit, Mich. Teacher, Dorothy Skewis.

Second Prize, \$15: William Gaugler, Cass Technical H.S., Detroit, Mich. Teacher, Dorothy Skewis.

Third Prize, \$10: Elayne Solomon, 17, High School of Music and Art, New York, N. Y. Teacher, Gertrude Pferdt.

10—DRESS FABRIC DESIGN

(American Silk Mills—Amer-Mill fabrics
sponsors Classification 10)

GROUP II

First Prize, \$100: Alice Citron, 16, Walnut Hills, H.S., Cincinnati, Ohio. Teacher, Edward Dauteirich.

Second Prize, \$50: Kay Brostrom, 16, Edwin Denby H.S., Detroit, Mich. Teacher, Mrs. Irma Webber.

Third Prize, \$25: Wilda Williams, 17, Harrisburg (Ill.) Twp. H.S. Teacher, Kathryn Y. Rice.

GROUP III

First Prize, \$100: Stuart A. Young, 24, H. C. Wilcox Technical H.S., Meriden, Conn. Teacher, Ernst Lohrmann.

Second Prize, \$50: Ellen Howey, 17, High School of Music and Art, New York, N. Y. Teacher, Miss L. M. Oakman.

Third Prize, \$25: Vera Lewis, 19, Prospect Heights H.S., Brooklyn, N. Y. Teacher, Mrs. Roslyn W. Levy.

11—GENERAL DESIGN

GROUP II

First Prize, \$25: James Ross, 19, Manual High & Vocational School, Kansas City, Mo. Teacher, Grace Leedy.

Second Prize, \$15: Jeanne Dietrick, 17, Central Sr. H.S., Kansas City, Mo. Teacher, Mrs. Fonetie Riley.

Third Prize, \$10: Alfred Mossop, 19, Pitman (N. J.) H.S. Teacher, Mrs. J. Rieniger. Also Strathmore Award.

Congratulations

... to the Winners
... and to all participants
in the Radio Script Division of the Writing Awards

As sponsors of the Radio Script Division of the Scholastic Writing Awards, we are happy to extend our sincere congratulations to the talented young winners. The cash awards which they have received are justly deserved. But perhaps still more important is the realization that they have taken the first big step toward establishing for themselves a place in the radio writing field.

And to the teachers of the winning students, we also extend our thanks and congratulations—for their part in this contest has certainly been an important one.

Not all could win, of course. And to the hundreds of contestants, all of whom submitted excellent scripts, we say—keep up the good work, and maybe you will be among the winners in next year's contest.

Watch for

"AUDIOSCRIPTS 1949"

Audio Devices will again publish a collection of these scripts—the winners, as well as those selected for honorable mention. They will be available at the beginning of the school year in September. Look for the announcement.

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and

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GROUP III

First Prize, \$25: Robert Thiele, Jr., 16, Chicago (Ill.) Voc. H.S. Teacher, Miss Merrill Lyon. Also Strathmore Award.

Second Prize, \$15: Thomas Bradley, 19, Cass Technical H.S., Detroit, Mich. Teacher, Mrs. Edith Obel.

Third Prize, \$10: Lydia Pervachenko, 18, Straubenmueller H.S., New York, N. Y. Teacher, Mrs. S. O'Brien.

12-COSTUME DESIGN A

GROUP II

First Prize, \$25: Jeanne Raihle, 18, Washburn H.S., Minneapolis, Minn. Teacher, Miss M. Oberg.

Second Prize, \$10: Alice Monroe, 18, Scarsdale (N. Y.) H.S. Teacher, Winifred Kaley.

Third Prize, \$5: Shirley Ravain, 18, Wright H.S., New Orleans, La. Teacher, Miss Harrison Hester.

GROUP III

First Prize, \$25: Perdita Lilly, 17, Cass Technical H.S., Detroit, Mich. Teacher, Mrs. Bernadine Sether.

Second Prize, \$10: Genevieve Tomaszewski, 19, Cass Technical H.S., Detroit, Mich. Teacher, Mrs. Bernadine Sether. Also Strathmore Award.

Third Prize, \$5: Beverlee Stinson, 18, Des Moines (Iowa) Technical H.S. Teacher, Marie Brewer.

COSTUME DESIGN B

GROUP II

First Prize, \$25: Connie Nosby, 17, Washburn H.S., Minneapolis, Minn. Teacher, Margaret Oberg.

Second Prize, \$10: Anthea Delaney, 17, Central H.S. of Needle Trades, New York, N. Y. Teacher, Mrs. Grace Ahlin.

Third Prize, \$5: Nancy Maure, 17, Wichita (Kan.) H.S. North. Teacher, Margie Goodwin. Also Strathmore Award.

GROUP III

First Prize, \$25: Elizabeth Kolling, 17, The School of Industrial Art, New York, N. Y. Teacher, Olga Petroff.

Second Prize, \$10: Delphine Misiuk, 16, Cass Technical H.S., Detroit, Mich. Teacher, Mrs. Bernadine Sether.

Third Prize, \$5: Beverlee Stinson, 18, Des Moines (Iowa) Technical H.S. Teacher, Marie Brewer. Also Strathmore Award.

13-LETTERING

(C. Howard Hunt Pen Company sponsors Classification 13)

GROUP II

First Prize, \$25: Mary Felker, 17, John Burrows H.S., St. Louis, Mo. Teacher, Fred Dreher. Also Strathmore Award.

Second Prize, \$15: Eveline Larson, 17, Brackenridge H.S., San Antonio, Tex. Teacher, Mrs. Lucille Barron.

Third Prize, \$10: Patsy Vogt, 17, North H.S., Omaha, Neb. Teacher, Mrs. Ethel Hunsaker.

GROUP III

First Prize, \$25: Theresa Grillo, 17, Prospect Heights H.S., Brooklyn, N. Y. Teacher, Josephine Perlestein. Also Strathmore Award.

Second Prize, \$15: Nick Vodanoff, 18, East Technical H.S., Cleveland, Ohio. Teacher, Paul L. Scherer.

Third Prize, \$10: Enez Rossi, 18, Prospect Heights H.S., Brooklyn, N. Y. Teacher, Dorothy McEntee.

14-POSTERS AND ADVERTISING ART

A. General Posters

(The American Crayon Company sponsors Classification 14A)

GROUP II

First Prize, \$25: Don Shepler, 18, John R. Rogers H.S., Spokane, Wash. Teacher, Mrs. Faith Snider.

Second Prize, \$15: Bert Huebener, 17, Forest Hills (N. Y.) H.S. Teacher, Richard Thom.

Third Prize, \$10: Don S. Wilking, 16, Topoka (Kan.) H.S. Teacher, Laura A. Hanley. Also Strathmore Award.

SPALDING SPORTS SHOW

EARLY AMERICAN TENNIS RULES CALLED FOR EIGHT UMPIRES.... TODAY THERE ARE 15 OFFICIALS FOR A SINGLE MATCH!

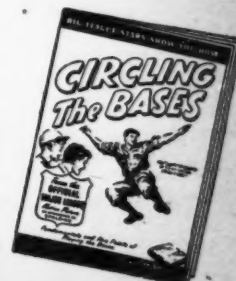


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GROUP III

First Prize, \$25: Martha Solnok, 17, West Technical H.S., Cleveland, Ohio. Teacher, P. V. Ulen.

Second Prize, \$15: Joan Tortorici, 18, Prospect Heights H.S., Brooklyn, N. Y. Teacher, Dorothy McEntee.

Third Prize, \$10: Thomas W. Bradley, 19, Cass Technical H.S., Detroit, Mich. Teacher, Mary L. Davis.

B. Health and Nutrition Posters

GROUP II

First Prize, \$25: Nancy A. Holcomb, 17, East H.S., Rochester, N.Y. Teacher, Mrs. Jane K. Garvey.

Second Prize, \$15: Bob Stillwell, 17, Scotch Plains (N. J.) H.S., Teacher, Mrs. Verne B. Henry.

Third Prize, \$10: Clement Kamphaus, 16, Purcell H.S., Cincinnati, Ohio. Teacher, Bro. Louis Weber.

GROUP III

First Prize, \$25: Vincent Rapini, 17, West Technical H.S., Cleveland, Ohio. Teacher, P. V. Ulen.

Second Prize, \$15: Robert Reeves, 17, East Technical H.S., Cleveland, Ohio. Teacher, Bernard Specht.

Third Prize, \$10: Pat Smith, 18, West Technical H.S., Cleveland, Ohio. Teacher, P. V. Ulen.

15-SCULPTURE

GROUP II

First Prize, \$25: Almon J. Smith, 18, Warren Easton Boys' H.S., New Orleans, La. Teacher, Michael J. Kyame.

Second Prize, \$15: Jaclyn Ungemach, 15, East Denver (Colo.) H.S. Teacher, Miss Hero Conesny.

Third Prize, \$10: Dorothy Gallagher, Berlin (N. H.) H.S. Teacher, Robert Hughes.

GROUP III

First Prize, \$25: Phyllis Amandolini, 16, Washington Irving H.S., New York, N. Y. Teacher, Charles Salerno.

Second Prize, \$15: John Micalizzi, 17, The School of Industrial Art, New York, N. Y. Teacher, Mr. Albino Cavallito.

Third Prize, \$10: Narda Adamo, 17, Baldwin (N. Y.) H.S. Teacher, Laura C. Strader.

16-CERAMICS AND CERAMIC SCULPTURE

GROUP II

First Prize, \$25: William Pahle, Abraham Lincoln H.S., San Jose, Calif. Teacher, Violet Lannis.

Second Prize, \$15: Margaret Vance, 17, West H.S., Denver, Colo. Teacher, Don Allen.

Third Prize, \$10: Ruth Cochran, 16, West H.S., Cleveland, Ohio. Teacher, Leroy Schrauf.



SECOND PRIZE: \$50, Group III, Dress Fabric Design by Ellen Howey, 17, High School of Music and Art, New York City. (Sponsored by American Silk Mills.)

GROUP III

First Prize, \$25: Dee Dee Ruhlman, 16, San Rafael (Calif.) H.S. Teacher, Edward C. Day.

Second Prize, \$15: Barbara Fackler, 17, Andrews School for Girls, Willoughby, Ohio. Teacher, Katherine McKee.

Third Prize, \$10: Barbara Lever, 17, Washington Irving H.S., New York, N. Y. Teacher, Charles Salerno.

17-FABRIC DECORATION

GROUP II

First Prize, \$25: Joan Sigler, 15, Franklin H.S., Rochester, N. Y. Teacher, Lois C. Tuttle.

Second Prize, \$15: Donna Dean, 17, Normandy (Mo.) H.S. Teacher, Helen Madson.

Third Prize, \$10: Alfred Lewis, 18, North Side H.S., Fort Worth, Tex. Teacher, Mrs. Jessie Shropshire.

GROUP III

First Prize, \$25: Jo-Ann Esbensen, 17, Straubenmuller Textile H.S., New York, N. Y. Teacher, Mrs. S. O'Brien.

Second Prize, \$15: James Crowle, 18, East Technical H.S., Cleveland, Ohio. Teacher, Howard Reid.

Third Prize, \$10: Margaret Dombroski, 18, Norwich (Conn.) Free Academy. Teacher, Mrs. Blanche Browning.

18-WEAVING

First Prize, \$25: LaWanda Watson, 15, W. K. Greiner Jr. H.S., Dallas, Tex. Teacher, Iva Lake.

Second Prize, \$15: Rachel Ramirez, 17, Edison H.S., San Jose, Calif. Teacher, Glenna C. Harris.

Third Prize, \$10: Irene Simas, San Rafael (Calif.) H.S. Teacher, Mrs. Louise Lewis.

19-HANDCRAFT

GROUP II

First Prize, \$25: Charles Harvey, 18, South Hills H.S., Pittsburgh, Pa. Teacher, Agnes Bittaker.

Second Prize, \$15: Pete Roushakes, 19, Calvin Coolidge H.S., Washington, D. C. Teacher, Rufus Jacoby.

Third Prize, \$10: Henry Willoughby, 17, Mt. Lebanon (Pa.) H.S. Teacher, Douglas Shaner.

GROUP III

First Prize, \$25: Ardell Thomas, 18, Minneapolis (Minn.) Voc. H.S. Teacher, Mrs. Virginia Kent.

Second Prize, \$15: Elinor Marko, 17, Jane Addams Voc. H.S., Cleveland, Ohio. Teacher, Frances Hawkswell.

Third Prize, \$10: Mary Jane Healey, 18, Cass Technical H.S., Detroit, Mich. Teacher, Greta Pack.

1949 Scholastic-Ansco Photography Awards SCHOLARSHIPS

Sheldon Alpert, 17, East H.S., Denver, Colo. Teacher, Miss Hero L. Conesny. Fred Archer School of Photography, Los Angeles, Calif. George L. Reynolds, 17, Lincoln H.S., Green River, Wyo. Fred Archer School of Photography, Los Angeles, Calif.

Vincent Samplere, John Adams H.S., Ozone Park, N. Y. Teacher, Richard Blazej. New York Institute of Photography, New York, N. Y.

Ramon M. Rosario, Cardinal Hayes H.S., Bronx, N. Y. Teacher, Brother Joseph William. Progressive School of Photography, New Haven, Conn.

GROUP II

E-News Photographs

First Prize, \$25: Benjamin Priest, 16, Thomas Jefferson H.S., Elizabeth, N. J. Teacher, Charles Harm. Also Ansco Award, \$25.



FRED LUDEKENS, famous illustrator whose favorite subjects are those of homespun-American life.

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HIGGINS INK CO. INC. 214 WEST STREET, NEW YORK, N. Y.

Second Prize, \$15: George L. Reynolds, 17, Lincoln H.S., Green River, Wyo.
Third Prize, \$10: Robert F. Jennings, 18, Honesdale (Pa.) H.S. Also Ansco Award, \$10.

F—School or Camp Activities

First Prize, \$25: Sheldon Alpert, 17, East H.S., Denver, Colo. Teacher, Miss H. Conesny.
Second Prize, \$15: Roger Martin, 17, Gardena (Calif.) H.S. Teacher, Mr. Nathaniel.
Third Prize, \$10: Dell Van Dusen, 17, John F. Reagan Sr. H.S., Houston, Tex. Teacher, Mrs. Maurine Clark.

G—Sports

First Prize, \$25: Harlan Hayakawa, 17, Hilo (Hawaii) H.S. Teacher, Anita Carter.
Second Prize, \$15: Edward Feldman, 17, Cleveland Heights (Ohio) H.S. Teacher, C. J. Bachtel. Also Ansco Award, \$15 and Coach Award, \$10.
Third Prize, \$10: Joan Carr, 18, Hampton H.S., Allison Park, Pa. Teacher, Mary K. Auld. Also Coach Award, \$10.

H—Community or Social Life

First Prize, \$25: James Hale, 16, Cranford (N. J.) H.S. Teacher, Gladys Estabrook.
Second Prize, \$15: David Windsor, 17, Southeastern School, Detroit, Mich. Teacher, Helen Longwin. Also Ansco Award, \$15.
Third Prize, \$10: Gerald Rottner, 17, Alexander Hamilton H.S., Los Angeles, Calif. Teacher, Mrs. Vinette. Also Ansco Award, \$10.

I—Portrait of a Person

First Prize, \$25: Gerald Rottner, 17, Alexander Hamilton H.S., Los Angeles, Calif. Teacher, Mrs. Lois Vinette. Also Ansco Award, \$25.
Second Prize, \$15: Jim Weaver, 17, Washington-Lee H.S., Arlington, Va. Teacher, Rosalind D. Farley.
Third Prize, \$10: Michael Coyne, 15, Hutchinson (Kan.) Sr. H.S. Teacher, Miss S. Crawford. Also Ansco Award, \$10.

J—Animals

First Prize, \$25: Howard Slocum, 18, Millbrook, N. Y. Memorial H.S. Teacher, Norman O. Collins. Also Ansco Award, \$25.
Second Prize, \$15: Edward Feldman, 17, Cleveland Heights (Ohio) H.S. Teacher, C. J. Bachtel.
Third Prize, \$10: George L. Reynolds, 17, Lincoln H.S., Green River, Wyo.

K—Scenes

First Prize, \$25: Leonard Rosenblatt, New Utrecht H.S., Brooklyn, N. Y. Teacher, Mr. Schlesinger.
Second Prize, \$15: Don Wilber, 16, Palo Alto (Calif.) H.S. Teacher, Mr. Engelcke. Also Ansco Award, \$15.
Third Prize, \$10: Vincent Sampiere, 17, John Adams H.S., Ozone Park, N. Y. Teacher, Richard Blazej. Also Ansco Award, \$10.

L—Still Life

First Prize, \$25: Dell Van Dusen, 17, John F. Reagan Sr. H.S., Houston, Tex. Teacher, Maurine D. Clark.
Second Prize, \$15: Wing Hong, 19, Tamalpais H.S., Mill Valley, Calif. Teacher, Mr. Frutcher. Also Ansco Award, \$15.
Third Prize, \$10: Lois Bartell, 17, West Tech. H.S., Cleveland, O. Teacher, Ellis Fering.

M—Color Transparencies

First Prize, \$25: Edward Domachowski, 17, Pulaski H.S., Milwaukee, Wis. Teacher, Ralph S. Graves.
Second Prize, \$15: Bob Jackson, 14, Highland Park H.S., Dallas, Tex. Teacher, Raymond M. Akin. Also Ansco Award, \$15.
Third Prize, \$10: Steve Wilson, 17, Ft. Collins (Colo.) H.S. Teacher, Harry Stoll.

A complementary copy of the Catalogue is being mailed to all art teachers whose students are represented in the National High School Art Exhibition and the National High School Photography Exhibition. Additional copies are available from Scholastic Magazines, 7 East 12th Street, New York 3, N. Y., 25 cents each.

Dedications

Franklin P. Adams once dedicated a book—"To Herbert Bayard Swope, Without Whose Friendly Aid Every Line in This Book Was Written."

Francis Hackett once dedicated a book—"To My Wife, Signe Toksvig, Whose Lack of Interest in This Book Has Been My Constant Desperation."

Saturday Review of Literature

New Formation

The rugged game of football is in for a few refinements according to one of our editors who has been reading

short stories entered in the Scholastic Writing Awards. A story submitted by one of our readers contained the following sentence: "The rest of the boys are huddled around their coaches getting last minuet instructions."

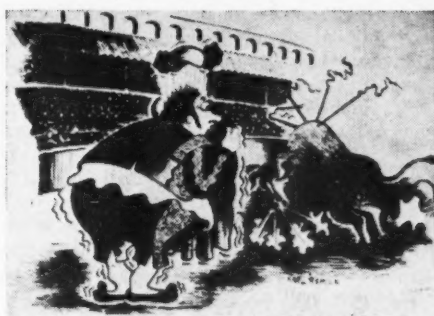
Plagiarism

"Your new symphony is very good," a Viennese musician once remarked to Brahms, "but it continually reminds me of some other music."

"What other music?" Brahms inquired. "Your next symphony?"

David Ewen

Strathmore winners



Winner Society of Illustrators Special Award

employ varied techniques on expressive paper



Winner First Prize, General Design—Gr. 1

Student artists who submitted their work in the recent Scholastic Awards contest reveal a variety of techniques, subject matter and viewpoints. We congratulate them and show here two of the prize-winning entries done on Strathmore which consequently won our supplementary awards.

These students, like long-successful artists, have discovered the advantages of using Strathmore. Knowing that paper is as important a tool as carefully chosen paints and brushes, many famous artists work largely or exclusively with Strathmore Artist Papers and Boards.

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Dear Students:

"The reward of a thing well done is to have done it!"

And so we congratulate every student who submitted work for the various awards sponsored in the Scholastic Contest. They were all "well done".

The entries for the Prang Textile Color award were outstanding, and more numerous than ever before. We hope that everyone of you has tried this fascinating craft. It's really quick, easy fun—a good way to make extra money for yourself or your class. There's a ready market for articles decorated with

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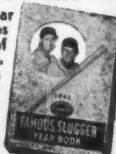


Stan Musial

Stan Musial used a Louisville Slugger Bat to blast his way to championship batting in 1948. Like all great hitters in baseball, Musial insists on a genuine Louisville Slugger Bat. Year in and year out Sluggers are the Bat of Champions.

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✓✓✓**THE STRATTON STORY (M-G-M)**
Produced by Jack Cummings. Directed by Sam Wood.)

Monty Stratton was one of the greatest pitchers who ever hurled a ball for the Chicago White Sox. Monty's brilliant big-league career (in which he held the American League record for right-hand pitching) was cut short by a hunting accident which necessitated the amputation of his right leg.

The Stratton Story, based on Monty's life, stars Jimmy Stewart as the gangling Texas boy who made baseball history. However, this film is more than an exciting and realistic baseball story. It's also a portrait of a young man with great courage. For after the loss of his leg, Monty snapped out of his initial self-pity and determined to learn to play ball again—with an artificial leg. He stages a valiant comeback in an all-star game in Texas.

June Allyson plays opposite Jimmy Stewart in the role of Monty's wife. The scenes between Monty and his wife contribute a little romance to the proceedings and have frequent touches of humor. Ball fans will also get a kick out of seeing several big-league baseball personalities on the screen in person—Gene Beardon, Bill Dickey, Jimmy Dykes, and Mervyn Shea.

Maybe one reason this film has a ring of authenticity is that the real Monty Stratton served as technical advisor. Another reason might be that it's directed by Sam Wood who also gave us *Pride of the Yankees*.



Jimmy Stewart (left) plays Monty Stratton in *The Stratton Story*.

IT HAPPENS EVERY SPRING
Century-Fox. Produced by Walter Porgberg. Directed by Lloyd Bostick

Another baseball yarn—but this time the sport is in for a genial ribbing.

Take one struggling graduate student (Ray Milland) who aspires to a career in a research lab, as well as the hand of the daughter of a college president (Jean Peters). Let this practically penniless young man accidentally discover a liquid which, when applied to any object, causes that object to repel wood. Grant that the poor scientist also has a long-suppressed desire to be a baseball pitcher. Then what have you got?

For one thing, you have a sure-fire formula for comedy. And when Ray Milland lands on the pitching mound of a major-league club, armed with his wood-repelling baseball, everybody laughs but the astonished batter. For an extra dividend of hilarity, we have burly Paul Douglas behind home plate. This is definitely what the doctor ordered for the first Saturday night after exams.

✓✓✓**THE BIG CAT (Eagle-Lion)**. Produced by William Moss. Directed by Phil Karlson.)

The big cat in this film is a cougar that has been preying on the livestock of Utah farmers. Lon McCallister plays a city boy who comes to Utah and finds himself right in the middle of a cougar hunt and a family feud. Peggy Ann Garner and Skip Homeier are also in on the action.



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"SO SMOOTH" is packed with the Seventeen glamour aids a gay young graduate adores... large container of Bubble Bath, Talcum, 2-oz. Cologne and fragrant Sachet Pillow. Give this gift and know it's just what she wanted!

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COSMETICS*

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Humor Awards

The Wonders of Nature

Rain

The rain fell down
And hit the groun',
It landed everywhere;
It quenched the earth,
And proved its worth,
But it straightened my curly hair!

The Sun

The sun came out
And shone about,
On live people and the dead;
It cheered the birds,
It brought kind words,
But it turned me lobster red!

Hailstones

The hailstones fell
And bounced pell-mell
On the single and the wed;
They added joys
To girls and boys,
But one clunked me on the head!

Snow

The snow did fall
On homes large and small,
It touched the rich and those that
beg;
It fell all around,
On people and ground,
But I slipped and broke my leg!

Peace and Quiet

Everything was quiet on Sis's date,
Could it have been just fate?
Before them her brother did not
loom,
For he was locked up in his room.

Little Brother

My little brother is such a pest,
I really don't get any rest.
Instead of sitting quiet and still,
He thinks up things to give me a
chill.
For instance, just the other day,
He thought of another way
To make me turn a shade whiter,
For into my bed he'd put a spider!

FOURTH PRIZE

By Carol Eckert, 17
Oak Park Twp. H. S.
Oak Park, Ill.
Teacher, Mildred Linden

Ode to Sports

As the gentleman you're fighting
Lands his right upon your jaw,
And your knees refuse to function
And you fold up on the floor,

And thru darkness deep and vibrant,
The referee sings his song,
Don't you wish, O happy warrior,
That you'd never left ping-pong?

When the air is full of pigskins
And your mouth is full of mud,
For it's crisp, clear, autumn weather
And there's football in your blood,
While that big opposing tackle
Still is sitting on your head,
Don't you wish, O quite devoutly,
That your forte was chess instead?

When the springtime greets the
playgrounds
And the crack of bats is heard,
And you're feeling pretty worried
For this dim-wit playing third
Has a scatter arm and scatter brain
And hates your guts to boot,
Dream sweet dreams of dominoes,
You big athletic brute.

FOURTH PRIZE

By Alan Joseph Goldman, 17
Abraham Lincoln H. S.
Brooklyn, New York
Teacher, Maxwell Nurnberg

This Miracle of Transportation

Patience is a noble virtue
Highly praised by all of us.
Patience fades in face of waiting
On a corner, for a bus.

You may write and you may argue,
You may raise an awful fuss,
Plans are made to triple service
While you're waiting for a bus.

Count the cars that pass per minute,
Face the block a time or two,
Try your best, say: "I'll ignore it."
Still no bus comes into view.

Chill the air may be, nay freezing,
While you stamp your feet and cuss;
Still no sound disturbs the silence,
Still you're waiting for a bus.

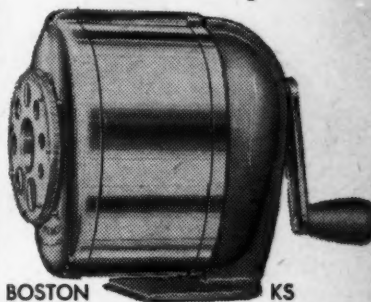
Yet the wily bus eludes you,
Waiting, plotting your dismay.
As you say: "Oh darn, I'm walking,"
Up it comes and scoots away!

Does my moral yet escape you?
Let me make it clearer thus:
I have penned this lengthy grievance,
While I waited for a bus!

HONORABLE MENTION

Melvin Plotinsky, 15
Isaac E. Young H. S.
New Rochelle, New York
Teacher, Fannie W. Upham

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CHEVROLET



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the most Beautiful **BUY** *of all!*

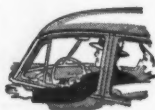
Designers can give you a lot of arty reasons why those curved and sweeping lines are so pleasing to your eye . . . but all you have to do is look to know *that*.

Engineers can rattle off a lot of technical terms to explain the flashing performance, the smoother, steadier ride . . . but all you have to do is take a spin to be convinced.

Owners can cite a long list of other reasons why you get so much more satisfaction and so much more *fun* out of a Chevrolet—the roominess, the conveniences, the ruggedness and reliability. But you really have to have a Chevrolet in *your own* family to know how *right* they are!

CHEVROLET MOTOR DIVISION, General Motors Corporation, DETROIT 2, MICHIGAN

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